

California High School Exit Examination

English Language Arts Teacher Guide 2002

Standards and Assessment Division
California Department of Education



California High School Exit Examination

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Introduction

The California High School Exit Examination (CAHSEE) Teacher Guides for English Language Arts (ELA) and Mathematics are designed to provide comprehensive and accessible information to assist teachers in preparing their students for the CAHSEE. This guide contains six sections, and teachers are encouraged to reproduce individual sections or all of the guide for classroom use. Districts and school personnel also are encouraged to use this material in their staff development activities.

- **Section 1**, “About the CAHSEE,” provides an overview of the purpose and content of the CAHSEE. This section also includes a set of checklists teachers may use when writing test questions for classroom use, information about security for the CAHSEE, and a glossary of terms used in this guide.
- **Section 2**, “CAHSEE Questions and Answers for Teachers,” provides answers to frequently asked questions about the administration and scoring of the CAHSEE.
- **Section 3**, “Assessing the CAHSEE Reading Standards,” is designed to give detailed information about how the California content standards for reading are tested on the CAHSEE. The reading standards are divided into three strands:
 - Word Analysis
 - Reading Comprehension
 - Literary Response and AnalysisFor each of these strands, Section 3 provides a summary of the essential knowledge and skills covered in the strand, followed by a detailed discussion of each content standard within the strand. This discussion includes a description of the ways the standard may be tested and, for most standards, a sample released test question.
- **Section 4**, “Assessing the CAHSEE Writing Standards,” is designed to give detailed information about how the California content standards for writing are tested on the CAHSEE. The writing standards are divided into three strands:
 - Writing Strategies
 - Writing Conventions
 - Writing ApplicationsAs in Section 3, this section first provides summary of the essential knowledge and skills covered in each strand, followed by a detailed description of each content standard and its components. Information about how the standard may be tested and descriptions of CAHSEE released test questions are also included.
- **Section 5**, “Thinking About the ELA Strands in the Classroom,” gives practical descriptions of each reading and writing strand and is designed to help teachers focus on the standards in everyday classroom instruction.

- **Section 6**, “Process for Using the CAHSEE to Increase Student Achievement,” details suggested processes for using the California content standards and the released test questions to help implement standards-based instruction in the classroom.

The **appendixes** to the Teacher Guide provide the following materials for easy reference:

- Appendix A: The CAHSEE Scoring Guides for the writing tasks
- Appendix B: The CAHSEE ELA blueprint (number of test questions for each content standard)
- Appendix C: The passages associated with the sample items discussed in this guide
- Appendix D: Sample worksheets that accompany the suggested seven-step process for using the CAHSEE to increase student achievement
- Appendix E: A matrix of the topics in the California Content Standards for reading, grades 3 through 9/10

Section 1

About the CAHSEE

Background

Education Code section 60850(a) required the State Superintendent of Public Instruction to develop a high school exit examination in language arts and mathematics in accordance with the statewide academically rigorous content standards adopted by the State Board of Education. Education Code section 60851 provides statutory authority to administer a high school exit examination and requires passage for obtaining a diploma.

Commencing with the 2003-04 school year, every graduating senior must pass the high school exit examination as a condition of receiving a high school diploma from a California public school. During the 2002-03 school year, students in grade 10 and those students in grade 11 who have not yet passed one or both parts of CAHSEE must take the test. In spring 2003, all students in grade 10 will be required to take the CAHSEE for the first time. For all students who do not pass, there will be multiple opportunities to retake one or both parts of the exam as necessary.

The State Superintendent of Public Instruction designates six testing dates a year for the CAHSEE. Testing dates are in March, May, July, September, November, and January. The specific dates are noted on the CDE website at <http://www.cde.ca.gov/statetests/cahsee>. Districts select from these dates and offer the CAHSEE at least three times a year (e.g., July, November, and March).

Purpose and Content of the CAHSEE

The purpose of the CAHSEE is to ensure that students who graduate from high school can demonstrate grade-level competency in the state content standards for reading, writing, and mathematics.

The State Board of Education has approved both grade level and specific content to be assessed on the CAHSEE. A High School Exit Examination Standards Panel, appointed by the State Superintendent of Public Instruction, reviewed the state content standards in mathematics and English language arts and recommended to the State Board which content standards students should master to receive a high school diploma. In mathematics, standards from grades 6, 7, and 8 were selected. In English language arts, the panel selected standards from grades 9 and 10 and two standards from grade 8.

The test questions on the CAHSEE assess the approved standards and cover a range of difficulty levels, consistent with good testing practices. Because the primary purpose of the examination is to determine whether or not students can demonstrate grade-level competency in reading, writing, and mathematics, many of the test questions are clustered around the difficulty level represented by the passing score. These questions assess full mastery of the designated California content standards as well as foundational knowledge and skills underlying these standards, as recommended by the High School Exit Examination Standards Panel.

For example, the ELA part of the CAHSEE includes test questions that require students to determine the meaning of words in context. This vocabulary strategy is not specifically named in the grade 9/10 content standards, but it is included on the exam because it is a foundational, underlying skill required for achievement of the grade 9/10 vocabulary standards. Similarly, most CAHSEE ELA test forms contain at least one poem. Although poetry is not specifically named in the grade 9/10 literary analysis standards, analysis of poetry is a focus of standards in the earlier grades. In mathematics, standards from grades 6, 7, and 8 are included on the CAHSEE because these grade level standards represent both foundational and competency standards that students should meet in order to graduate from high school. See Appendix E for a chart detailing the topics covered by the California content standards in reading. This document illustrates the knowledge and skills that are foundational to the standards assessed on the CAHSEE.

All questions on the examination have been evaluated for their appropriateness for measuring the designated ELA and mathematics content standards. They have been reviewed and approved by committees of California educators, including teachers, administrators, and academicians. In addition to content, all items have been reviewed and approved by California educators for their adherence to the principles of fairness and have been evaluated to determine if bias exists with respect to characteristics such as gender, ethnicity, and language.

Both parts of the CAHSEE (ELA and Mathematics) have multiple-choice questions, which consist of a question or statement followed by a set of four possible answer choices. Only one answer choice is correct, and there is no scoring penalty for guessing an answer choice incorrectly. Mathematics items may include pictorial material, such as drawings, tables, diagrams, or graphs. There are two writing tasks on the ELA part of the CAHSEE. One task requires a written response to literary or informational text, and the other requires a written response to a stand-alone writing prompt.

Each operational form of the ELA and mathematics portions of the CAHSEE also includes 12 field-test questions consisting of newly developed items for which the collection of statistical data is necessary. The field-test questions are not identified in the test booklets. These questions are selected for try-out purposes only and are not included in any individual or group student score reports.

The test blueprints for the CAHSEE indicate which content standards are to be tested and the number of items per standard. More detailed information is available on the CAHSEE website (noted on the previous pages in the Background section).

The CAHSEE is not a timed test, which means it has no fixed time limit in which students must complete the examination. However, students are expected to complete their work during the regular school day unless their Individual Educational Program (IEP) or 504 Plan specifies the need for extra time beyond the school day.

English Language Arts Content Standards

The standards for the English language arts part of the CAHSEE are taken from the California Content Standards for grades 9/10. Standards from the following strands are included: Word Analysis, Reading Comprehension, Literary Response and Analysis, Writing Strategies, Writing Conventions, and Writing Applications.

The English language arts part of the CAHSEE contains 82 multiple-choice test questions and 2 writing tasks distributed across the six strands, as shown in Table 1.

Table 1
Distribution of CAHSEE ELA Questions by Strand

Strand	Number of Multiple-Choice Items	Number of Writing Tasks
Word Analysis	10	-
Reading Comprehension	24	-
Literary Response and Analysis	24	-
Writing Strategies	11	-
Writing Conventions	13	-
Writing Applications	-	2
Total	82	2

Mathematics Content Standards

As mentioned above, the standards for the mathematics part of the CAHSEE are taken from the California Content Standards in grades 6, 7, and 8. They include standards from the following mathematical strands: Number Sense; Algebra and Functions; Measurement and Geometry; Statistics, Data Analysis, and Probability; Mathematical Reasoning; and Algebra 1.

The mathematics part of the CAHSEE contains 80 multiple-choice test questions distributed across the six strands as shown in Table 2.

Table 2
Distribution of CAHSEE Mathematics Questions by Strand

Strand	Number of Multiple-Choice Items
Statistics, Data Analysis, and Probability	12
Number Sense	14
Measurement and Geometry	17
Algebra and Functions	17
Mathematical Reasoning	8
Algebra 1	12
Total	80

Development of Test Questions for the CAHSEE

The test questions that appear on the CAHSEE have been through an extensive development process to ensure that they are valid and fair measures of what students know and are able to do.

Content Validity

To ensure that the CAHSEE is a valid measure of the specified content standards, the test questions are carefully designed to assess the content indicated in the test blueprints. Insofar as possible, each question requires students to demonstrate knowledge and/or skills in only one standard. Because many content standards cover a wide range of knowledge and skills, individual test questions may assess one component of the standard. Other questions may address underlying, foundational knowledge or skills that are required for higher achievement in the standard.

Technical Quality

Well-written test questions give students an opportunity to demonstrate what they know and are able to do; students do not have to “outthink” or “outguess” what the question is asking. When questions are clearly written and easily understood, students are able to provide evidence of their learning. Test questions have only one clearly correct answer. The language is simple, direct, and free of ambiguity. Questions should not be a test of reading ability or vocabulary if that is not their purpose. CAHSEE test questions are reviewed for content validity and technical quality by committees of California educators.

Fairness

Bias in testing can take several forms, including the use of unfamiliar or insensitive language and terms, the presentation of stereotypes, and the inclusion of concepts that are offensive or negative toward any group. During the development process, CAHSEE test questions are continually reviewed for potential bias to ensure that the CAHSEE meets the highest standards of fairness in testing.

For general matters of style and grammar, CAHSEE test developers consult *The Chicago Manual of Style*, *The Gregg Reference Manual*, *Merriam Webster's Collegiate Dictionary*, and *The American Heritage College Dictionary*.

The following checklists are used by CAHSEE item writers and review committees as a basis for evaluating the content validity, technical quality, and fairness of test questions. Teachers may also use these checklists to improve their own classroom assessments. For multiple-choice questions for either English language arts or mathematics, teachers may wish to write standards-based test questions to help students prepare for the CAHSEE. The checklist in Table 3 is provided so that teachers may evaluate their own questions against the general requirements for CAHSEE multiple-choice questions. Table 4 provides some useful guidelines teachers may use for developing English language arts writing tasks.

Table 3
Development Checklist for Multiple-Choice Questions

✓	Requirements
The test question as a whole—	
	Has one and only one clearly correct answer
	Clearly presents one central idea
	Measures the intended objective
	Has a clear purpose
	Is within the appropriate range of difficulty
	Contains simple, direct, and unambiguous language
	Uses age-appropriate vocabulary and sentence structure
	Does <u>not</u> use vocabulary and idiomatic phrases that could be unfamiliar
	Does <u>not</u> rely on students' possessing outside knowledge
	Tests worthwhile (not trivial or obscure) concepts or information
	Reflects current teaching practices
	Is <u>not</u> tricky or cute
	Does <u>not</u> appear to ask for the student's opinion
	Is grammatically correct
	Uses the active voice and avoids informal diction and usage
	Follows the appropriate style guidelines
	Is free of bias, sensitive language or topics, and stereotypes

Development Checklist for Multiple-Choice Questions, continued

✓	Requirements
The stem of the test question—	
	Gives the test taker a full sense of what the item is asking
	Is either a question or an incomplete statement
	Is both clear and concise
	If negative, contains no negatives in the distracters
The stimulus or passage for the test question(s)—	
	Is likely to be interesting to students
	Is correctly and clearly labeled
	Provides all the information needed to answer the questions
	Can be reproduced clearly in a test book
The response options—	
	Are written so that no one option is significantly different from the others in length, specificity, or complexity
	Relate to the stem in the same way
	Do <u>not</u> include an option that denies the truth of any other option
	Do <u>not</u> deny the truth of the stem
	Do <u>not</u> give clues to students, such as the use of absolutes like <i>always</i> and <i>never</i>
	Do <u>not</u> repeat words that could be placed in the stem
	Include plausible and reasonable misconceptions and errors
	Do <u>not</u> include as other distractors that are phrased differently but have the same meaning as other distractors
The set of test questions—	
	Includes a sufficient number of questions to justify the time required to read the stimulus or passage
	Contains questions that are entirely independent of each other
	Reflects an appropriate range of difficulty

Table 4
Development Checklist for Writing Tasks

✓	Requirements
The task—	
	Directly assesses the knowledge, skills, or abilities specified by the content standard
	Clearly tells students what they are being asked to do
	Is appropriate in scope, i.e., neither too broad nor too narrow
	Uses precise action verbs and descriptive words
	Invites and supports a range of responses
	Is specific about the expected level of detail required in the response
	Does <u>not</u> invite personal responses about students' values or beliefs
	Does <u>not</u> advocate a particular value that may not be common to all students
	Uses age-appropriate vocabulary and sentence structure
	Does <u>not</u> use unfamiliar vocabulary or unfamiliar idiomatic phrases
	Is free from problems of bias or sensitivity
	Is likely to be a topic of interest to students

Test Security

One of the most significant guarantors of fairness to all students who take the CAHSEE is that passages, writing prompts, graphical materials, and test questions remain secure at all times. Individuals who circumvent or attempt to circumvent procedures to maintain test security diminish the legitimate and honest efforts of all other students and teachers to participate in the state's assessment system. The California Department of Education has the authority, according to the Education Code section 60851 (b) and (c) and the copyright statutes of the United States, to act against any individual or group of individuals who knowingly attempts to copy, duplicate, or transmit in any way, the contents of secure material from test booklets, answer documents, in whole or in part, to any other individual or group of individuals. The California Department of Education may employ procedures to maintain the test security of the CAHSEE, including but not limited to monitoring of test administration, document handling, and post-test analytic techniques such as mark discrimination analysis.

Resource Documents

The information in this Teacher Guide is based on the California content standards and the California frameworks in English language arts and mathematics. These documents may be ordered from the California Department of Education, or they may be downloaded from the CDE web site, as shown below:

The *English Language Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve* is available from the Publications Division, Sales Office, California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271; 1-800-995-4099, ext. 6. It is also available at <http://www.cde.ca.gov/standards> on the Internet.

The *Mathematics Content Standards for California Public Schools, Kindergarten Through Grade Twelve* (1997) is available from the Publications Division, Sales Office, California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271; 1-800-995-4099, ext. 6. It is also available at <http://www.cde.ca.gov/standards> on the Internet.

The *Mathematics Framework for California Public Schools, Kindergarten Through Grade Twelve* (1999), is available from the Publications Division, Sales Office, California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271; 1-800-995-4099, ext. 6. It is also available at <http://www.cde.ca.gov/cdepress/math.pdf> on the Internet.

The *Reading/Language Arts Framework for California Public Schools, Kindergarten Through Grade Twelve* is available from the Publications Division, Sales Office, California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271; 1-800-995-4099, ext. 6. It is also available at http://www.cde.ca.gov/cdepress/lang_arts.pdf on the Internet.

Glossary of Terms Used in this Guide

Answer Choices — The correct answer and the distracters in a multiple-choice test question.

Blueprint — The plan for assessment that specifies the number of questions on each test form according to strand and content standard.

Clueing — An instance in which one test question provides information that could be used to select the correct answer to another question, or an instance in which the stem in a multiple-choice question clues the correct answer.

Constructs — The underlying cognitive domains for each strand in the California content standards (e.g., conceptual understanding or problem-solving in mathematics; reading, understanding, and analyzing grade-level texts in English language arts).

Constructed-Response Item — A test question in which students are asked to supply their own response to a question rather than choose among options for a correct answer.

Distractors — Incorrect answers to a multiple-choice stem.

Field Test Questions — Test questions that are administered to students to gain information about the quality of the question. Student performance on these questions does not affect student scores.

Foundational Knowledge/Foundational Skill — For the CAHSEE, knowledge or skill that a student would be taught and be expected to know prior to taking courses in mathematics and English language arts at grades 9 and 10.

Item — A test question written in one of several possible item formats.

Item Format — The basic design of a test question (e.g., multiple-choice, constructed-response).

Key — The correct answer to a multiple-choice question.

Multiple-Choice Question — A stem plus a number of response options or answer choices (four for CAHSEE).

Response Options — The choices in a multiple-choice question, consisting of one key (correct answer) and a number of distractors (three for CAHSEE).

Scoring Guide — The rubric or protocol to follow when assigning a point value to responses to a writing task.

Specifications — The document that includes a description of how each standard is assessed on the CAHSEE.

Standard — Statement of what students should know and be able to do.

Stem — The initial part of a multiple-choice test question in which the task or premise is given. The stem may be a question, an incomplete statement, or a set of directions.

Stimulus — A picture, graph, map, chart, quotation, or other text that students are asked to interpret when answering a test item.

Strand — A category of standards that relate to each other for purposes of reporting performance on the CAHSEE.

Section 2

CAHSEE Questions and Answers for Teachers

1. Who is eligible to take the California High School Exit Examination (CAHSEE)?

During the 2002-2003 school year, students in grade 11 (class of 2004) who have not yet passed one or both portions of the CAHSEE may continue to test on designated test dates selected by the school district. In spring 2003, all students in grade 10 (class of 2005) must take the CAHSEE for the first time.

2. How can teachers best prepare students for the CAHSEE?

It is important that teachers provide instruction in state content standards for English language arts and mathematics. Instructional quality and consistency will have a significant impact on the success of students who take the CAHSEE. In addition to providing instruction that meaningfully corresponds to the state content standards, teachers' dedication to helping students learn to the full extent of their abilities will ensure that students are successful on this assessment.

3. What happens if a student does not pass the CAHSEE?

Students who do not pass the CAHSEE in the spring of their 10th grade year may retake the exam up to seven times. Students retake only the part(s) of the exam not previously passed. The school district must provide additional instruction to assist students who do not pass the exam [Education Code section 60851(e)].

4. Are students with special needs required to take the CAHSEE?

Students with special needs must pass the CAHSEE to receive a high school diploma and must be allowed to take the CAHSEE with accommodations or modifications as specified in their Individualized Education Program (IEP) or Section 504 Plan for classroom or statewide testing. Students who take the test using a modification will receive an invalidated test score. However, if the invalidated test score is the equivalent to a passing score (i.e., 350 or higher), the district may submit a waiver request on behalf of the student to waive the requirement of successful passage of one or both parts of the CAHSEE to receive a diploma.

5. What if parents do not want their children to take the CAHSEE?

Commencing with the class of 2004, all students are required to pass the CAHSEE to receive a high school diploma from a California public school (Education Code section 60851). Parents cannot exempt their children from this requirement if they want their children to obtain a high school diploma from a public school.

6. How much time will students have to work on the CAHSEE?

The CAHSEE is an untimed test, so students may continue working to a reasonable limit. While the examination is not timed, the administration of the ELA part of the exam is divided into two sessions, each approximately two hours long. The mathematics part of the exam is divided into two sessions, each approximately an hour and a half long.

It is important to note that untimed does not mean unlimited time. Reasonable limits on student testing time may be necessary to accommodate issues of schedules and availability of rooms. Every effort should be made to provide for students who are unable to finish within the suggested working times. If necessary, these students may require relocation to another room to continue their work.

Although all students may have extra time to complete the CAHSEE, students may have time beyond the regular school day to complete the exam only if their Individual Educational Program or Section 504 Plan specifies the need for such extra time.

7. What if a student is absent on testing days?

Districts must ensure that all 10th graders absent during the initial administration take the CAHSEE either on the next test date designated by the Superintendent of Public Instruction or on the next designated test date selected by the district. Students missing a testing date must wait until the next testing date to take the portion of the test affected by the absence.

8. What does the English language arts part of the CAHSEE cover?

The English language arts part of the CAHSEE addresses state content standards through grade 10. It consists of multiple-choice questions and two writing tasks. The reading part of the exam covers decoding, vocabulary, informational reading, and literary reading. This part includes 50 percent literary texts and 50 percent informational texts. The texts are grade appropriate and accessible to students in grade 10 who perform at a basic level. The writing part of the exam covers writing strategies, writing conventions, and writing applications.

9. What does the mathematics part of the CAHSEE cover?

The mathematics part of the CAHSEE addresses the state content standards through algebra 1 and includes number sense; algebra and functions; measurement and geometry; statistics, data analysis, and probability; algebra 1; and mathematical reasoning. Students must also demonstrate a strong foundation in computational skills and arithmetic, including the ability to work with decimals, fractions, and percents. The mathematics part of the exam consists of multiple-choice questions.

10. Will students be allowed to use calculators for the mathematics part of the CASHEE?

A calculator may be used only by those special needs students with an IEP or Section 504 Plan that specifies the use of a calculator.

11. Will formulas and conversion factors be provided on the mathematics part of the CAHSEE?

Formulas or conversions required to complete a test question will be provided. However, there will be no formulas provided for the perimeter of a polygon, the circumference of a circle, the area of a triangle or parallelogram (including a rectangle), or the volume of a rectangular solid. The formula for finding the area of a nontraditional figure like a rhombus will be provided.

12. Who determined the content of the CAHSEE?

A High School Exit Examination Standards Panel, appointed by the State Superintendent of Public Instruction, reviewed state content standards in English language arts and mathematics and identified the content standards students should master to receive a high school diploma. The identified content standards went through public review, and the State Board of Education adopted the CAHSEE test blueprints in December 2000.

13. How can teachers be involved in the development and implementation of the CAHSEE?

Teacher involvement is vital to the CAHSEE in many ways. Content review groups meet once or twice each year, usually for three days, to review test questions prior to field testing. Members of this committee must be approved by the California Department of Education. Teachers can apply for the content review committee by contacting CAHSEE support at 800-241-5687 or at cahsee-support@ets.org. Teachers are also needed as scorers of the constructed-response questions on the English language part of the CAHSEE. High school English teachers are especially encouraged to apply. Information and an application may be found at <http://www.ets.org/reader/own/cahseeown.html>.

14. Are CAHSEE test questions released to the public?

Appropriate test security policies preclude the disclosure of *any* test item from test forms currently in operational or field-test use. Actual test items will be seen only by students at the time of examination. However, approximately 120 test questions are released each year from previous test forms. There are 60 mathematics multiple-choice questions, 60 ELA multiple-choice questions, and 2 ELA writing tasks released annually. The released questions may be found on the CAHSEE website, <http://www.cde.ca.gov/statetests/cahsee>.

15. How are the individual student results reported?

The *Student and Parent Score Report* provides two types of information about a student's performance on both parts of the exam. On the front of the report, the left-hand side shows the student's scale score, the scale score required to pass, and the fact that the student passed or did not pass, for both the English language arts and the mathematics parts of the exam. The right-hand side of the front of the report shows the number of questions answered correctly for each major strand of the content standards in English language arts and mathematics tested with multiple-choice questions. Each written essay is reported with a score of 1 to 4, with 4 being the highest score students can earn. The back of the report provides interpretive information for students and their parents/guardians.

16. How should the individual student results be used?

It is important to recognize that a student's individual score on the CAHSEE fulfills the purpose for which the test was designed, which is to determine if a student has demonstrated grade-level competency in the California content standards to be eligible to receive a high school diploma. The CAHSEE is not designed as a diagnostic test that would indicate an individual student's specific strengths and weaknesses. The student's scores on each strand of the CAHSEE may, however, provide an indication of areas in which additional diagnostic information should be obtained and where remedial or supplemental instruction should be focused. Teachers should examine test results for their school and district to help them determine which strands and standards need additional emphasis in the classroom.

17. What is a scale score?

A scale score for the CAHSEE ranges from approximately 250 to 450. This type of score is used for reporting the CAHSEE results to provide a more precise measurement of a student's achievement and to assure that test forms given at different times are comparable in difficulty. The CAHSEE provides scale scores for individual students and a mean or average scale score for groups of students. An individual scale score of 350 is necessary to pass each part of the CAHSEE.

18. Who sees the CAHSEE results for individual students?

Only authorized school personnel, students, and parents/guardians see individual results. The school district must record on each student's permanent record whether or not the student passed each part of the exam.

19. What information is provided on the CAHSEE aggregate reports that are distributed to districts and also reported on the California Department of Education website?

Aggregate reports include CAHSEE results for schools, districts, counties, and the state and are posted annually in September. Results are reported for the following categories:

- all students tested
- gender
- ethnicity
- language fluency
- economic status
- special education program participation

Scores for English language arts and mathematics show:

- number of students tested
- number and percent of students who passed
- number and percent of students who did not pass
- mean (average) scale score

Additional scores for mathematics include the average percent correct for the following strands:

- number sense
- algebra and functions
- measurement and geometry
- statistics, data analysis, and probability
- algebra 1

Additional scores for English language arts include the average percent correct for:

Reading

- word analysis
- reading comprehension
- literary response and analysis

Writing

- writing strategies
- writing conventions

Writing Tasks

Aggregate reports provide an average score for each essay. The writing applications score counts for 30 percent of the English language arts score.

Section 3

Assessing the CAHSEE Reading Standards

The English language arts (ELA) part of the California High School Exit Examination (CAHSEE) assesses designated California content standards in reading for grades 9 and 10, with the addition of two standards from grade 8. The reading section of the ELA part of the CAHSEE uses a multiple-choice format to assess three English-language arts strands: Word Analysis, Reading Comprehension, and Literary Response and Analysis. The writing section assesses three additional strands: Writing Strategies, Writing Conventions, and Writing Applications. The reading strands and standards are discussed in this section of the guide, and the writing strands and standards are discussed in Section 4.

Reading Passages

The test questions on the reading section of the CAHSEE are based on reading texts similar to those that students encounter during their high school years. Each form of the test includes about 50 percent informational texts and 50 percent literary texts. Informational texts include expository, persuasive, and functional passages. The latter include consumer materials (e.g., warranties, advertisements), workplace documents (e.g., memoranda and announcements), and “how to” articles or written instructions. The literary texts on the CAHSEE include classical and contemporary stories, poems, and dramatic literature as well as literary nonfiction texts (e.g., essays, autobiographies, biographies, and memoirs that are written in a literary style). The passages on each test form include a mix of commissioned (newly written) passages and previously published literature. In some cases two texts that deal with the same topic or theme are included.

Beginning with the spring 2002 administration of the CAHSEE, there are five to eight items associated with each reading passage and three to four test questions associated with each writing strategies passage. The length of passages on the examination depends on the type of text, but in general passages are between 300 and 1200 words, with an average length of 600 words. Usually no more than one lengthy text is included in each form.

Reading Constructs Measured by the CAHSEE

The CAHSEE is focused on English language arts constructs that are taught and assessed throughout elementary, middle, and high school. The underlying cognitive constructs for the reading strands in the California content standards are shown in Table 5. The *Reading/Language Arts Framework for California Public Schools* (1999) emphasizes that students must be fluent readers by the end of third grade. A primary assumption in the reading content standards is that students have mastered early skills (concepts of print, phonemic awareness, phonics, and sight words) that are foundational and required for later, more complex higher order skills and understandings (background knowledge, vocabulary, syntax, text structure, comprehension monitoring, and reorganizing text). The English language arts section of the CAHSEE requires the student to decode words fluently and automatically in order to understand the concepts presented in printed text. The CAHSEE test question writers and reviewers verify that each question measures the appropriate construct as well as the identified content standard.

Table 5
Reading Constructs Measured by the CAHSEE

Strand	Construct
Word Analysis	Fundamental skills of reading: word analysis, fluency, and systematic vocabulary development
Reading Comprehension	Reading comprehension: reading, understanding, and analyzing grade-level appropriate informational materials
Literary Response and Analysis	Literary response: reading, understanding, and analyzing grade-level appropriate literary materials

The following pages of the Teacher Guide discuss the reading strands and content standards included in the CAHSEE. For most of the standards, there is also a discussion of a sample released test question. The three reading strands are

Word Analysis
Reading Comprehension
Literary Response and Analysis

Teachers will find this section of the guide useful in understanding how the California content standards are assessed on the CAHSEE. A thorough understanding of the standards and the test questions associated with them will help teachers focus their instruction on the content standards and better prepare students for the exam.

The Word Analysis Strand

To demonstrate achievement in this CAHSEE strand, students must know the meaning of words at the tenth grade reading level. All target vocabulary words are located within reading passages, either informational or literary. Students are expected to know the meaning of tenth grade words whether or not the passage provides context clues. Test questions may include a phrase or sentence quoted from the passage, or they may simply refer to a paragraph, line number, stanza, or scene number in which the word may be found.

Some test questions in the Word Analysis strand require students to determine the meaning of words that are above the tenth grade level. When these more difficult words are tested, students are expected to use appropriate strategies for determining word meaning. One such strategy is the use of context clues. In test questions requiring this strategy, there is sufficient context within the passage for students to derive the meaning. Target words are presented in the test question with the phrase or sentences in which they are used in the passage. Students are expected to use the phrase or sentence, as well as the entire passage, to help them determine the meaning of the unknown word.

A second vocabulary strategy is the analysis of affixes and roots to determine meaning. Target words contain common roots, prefixes, or suffixes appropriate to the tenth grade. Students are expected to use knowledge of roots and affixes to determine the meaning or to identify the meaning of the individual word parts.

Test questions in the Word Analysis strand may also address the connotation of words or phrases within reading passages. The target words usually are adjectives or adverbs that suggest qualities of people, animals, or actions. However, the target words may also be verbs with a clear connotative interpretation.

The California content standards tested on the CAHSEE also require students to determine the meaning of figurative words or phrases, including idioms, metaphors, and similes. Test questions do not ask students to identify the terms *idiom*, *metaphor*, and *simile*, but they require students to use context clues and knowledge of denotative meanings to determine the meaning of the figurative language.

The following pages discuss the California content standards in the Word Analysis strand on the CAHSEE.

Strand	Word Analysis	Read this sentence from the selection.
Standard	10.1.1	“Familiarity breeds contempt.”
<i>Identify and use the literal and figurative meanings of words and understand word derivations.</i>		What does the word <i>contempt</i> mean in this sentence from the story?
		<p>A alarm</p> <p>B dislike</p> <p>C emotion</p> <p>D confusion</p>

CAHSEE test questions in standard 10.1.1 may focus on one of the several components of this content standard: the literal meaning of words, the figurative meaning of words, or word derivations.

Literal Meaning of Words

Test questions that focus on this component of standard 10.1.1, shown in italics in the text of the standard reprinted above, require students to demonstrate their knowledge of words at or below the tenth grade reading level. The meaning of brief phrases may also be tested. Target vocabulary may or may not be supported by context clues. The tested vocabulary will be important to an understanding of the overall meaning of the passage in which it is used. The tested words on the examination are drawn from either informational or literary texts.

The sample test question is based on the passage “A Word in the Hand,” which is reproduced in Appendix C of this guide. The question is representative of others under this standard in requiring students to know the literal meaning of words at or below the tenth grade level. The sentence from the passage is included in the stem of the question so that students who wish to see the word *contempt* in its context do not have to take time to search the entire passage. However, little or no context clues are provided for this word in the passage, and students should recognize that the best of the given definitions of this word is *dislike* in option B. Students should also recognize that options A, C, and D—*alarm*, *emotion*, and *confusion*—are not possible definitions of *contempt* even though they could fit logically within the sentence “Familiarity breeds contempt.”

Strand	Word Analysis	<p>What does the phrase <i>disappear over the horizon</i> mean in the following sentence?</p> <div data-bbox="818 405 1351 535" style="border: 1px solid black; padding: 5px;"> <p>The reward in working with a trained falcon is the companionship of creatures that can choose at any time to disappear over the horizon forever.</p> </div> <p>A return to the falconer</p> <p>B abandon the falconer</p> <p>C go behind some trees</p> <p>D fly very high</p>
Standard	10.1.1	
<p><i>Identify and use the literal and figurative meanings of words and understand word derivations.</i></p>		

Figurative Meaning of Words

Test questions that focus on this component of standard 10.1.1, shown in italics in the text of the standard reprinted above, require students to determine the figurative meaning of words or phrases. The target vocabulary is at or below grade level, with the words used figuratively rather than literally. Test questions assess students' ability to interpret the meaning of idioms, metaphors, and similes, as well as analogies that are embedded in reading passages. The target words or phrases are drawn from either informational or literary texts.

The sample test question is based on the passage "On Becoming a Falconer," which is reproduced in Appendix C of this guide. Students are asked to determine the meaning of the idiomatic phrase *disappear over the horizon* in terms of the context in which it is used. Because students may require the context in order to answer the question correctly, the full sentence from the passage has been quoted in the stem. Students should recognize that the context clues, including the word *forever* and the statement that the falcon may *choose* to disappear, indicate that *disappear over the horizon* in this instance is best interpreted as choice B, "abandon the falconer." In this context, the literal interpretation, that the falcon will simply no longer be visible, does not give the full meaning of the phrase. Both options C and D offer a literal interpretation and thus are not correct in this context. Option A represents a misreading that relies on the first part of the context sentence, which focuses on the companionship offered by a the falcon.

Strand	Word Analysis	Read this sentence from this selection.
Standard	10.1.1 Identify and use the literal and figurative meanings of words and understand word derivations.	<div data-bbox="829 369 1352 499" style="border: 1px solid black; padding: 5px;"> <p>In some pioneering experiments, researchers have studied the behavior of patients who have had their corpus callosum severed through surgery.</p> </div> <p>What is the meaning of <i>severed</i> in this sentence?</p> <p>A healed</p> <p>B split</p> <p>C examined</p> <p>D stretched</p>

Test questions that focus on this component of standard 10.1.1, shown in italics in the text of the standard reprinted above, focus on the student's ability to use word derivations and other important vocabulary strategies to understand the meaning of unfamiliar words. The target vocabulary is above grade level.

Word Derivations

For questions testing the use of word derivations, the target vocabulary contains common roots or affixes. Students are required to use knowledge of roots and affixes either to determine the meaning of the unfamiliar word or to identify the meaning of the common roots and affixes in the word.

Context Clues

CAHSEE test questions for standard 10.1.1 also may assess the student's ability to employ the strategy of using context clues to interpret the meaning of unknown words. In earlier grades, the California content standards use of context clues, and this foundational ability may also be tested on the CAHSEE. In test questions that assess the student's ability to use context clues, the target vocabulary is a word or phrase that is above grade level. Students are expected to use context clues to determine the meaning of the word. See Appendix E for a chart of the progression of this skill in the California content standards.

Both strategies, use of word derivations and use of context clues, will not be not tested in the same test question. Target words or phrases are drawn from either informational or literary texts.

The sample test question is based on the passage “A Brain Divided,” which is reproduced in Appendix C of this guide. This question requires students to use context clues to determine the meaning of a word that may or may not be familiar to them. The sentence in which the word appears is reproduced in the stem. However, students should be aware that for questions of this type they will find it helpful to use not only the immediate context that is provided with the test question but also the more general context of the entire passage. Each of the options in this test question makes apparent sense in the given sentence, but students who have absorbed other information in the passage will have little difficulty choosing option B, “split,” as the correct answer. Options A, C, and D represent misreadings of the contextual sentence and the overall passage, as these choices suggest that the surgical process was either beneficial (option A) or not injurious (options C and D).

Strand	Word Analysis	The words <i>casual</i> , <i>wander</i> , and <i>gaze</i> in paragraph 3 suggest a feeling of — A determination. B solitude. C bewilderment. D relaxation.
Standard	10.1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.	

CAHSEE test questions in this standard require students to understand the connotative meaning of words or phrases within a reading passage. The target vocabulary is at or below the tenth grade level. Words usually are adjectives or adverbs that suggest qualities of people, animals, or actions. However, verbs with connotative meaning may also be tested. Target words or phrases are drawn from informational or literary texts.

The sample question is based on the passage “A Day Away,” which is reproduced in Appendix C of this guide. The question focuses on the connotative overtones of three words in the passage. Students should recognize that because all three words carry a connotation of being informal and unhurried, the best choice is D, relaxation. Choice A, determination, is partially related to the meaning of the three words, but it can be ruled out because the concept of wandering is its opposite. Choices B and C, solitude and bewilderment, are not related to the meaning of the three words.

The Reading Comprehension Strand

To demonstrate achievement in this CAHSEE strand, students must demonstrate their ability to comprehend and interpret informational texts. These texts include a variety of genres: expository passages, persuasive essays, written instructions, workplace documents (materials young adults might encounter in an entry-level, part-time work setting), and consumer materials (warranties, product information, instruction manuals).

One important focus in this strand is the use of structural features in informational text. Students should understand the importance of these features and use them to aid comprehension. Structural features that may be addressed on the CAHSEE include titles, headings, bulleted or numbered lists, graphs, and tables of contents. Students should be able to use the structural features to understand the text, to analyze the author's purpose in using the specific features, and to determine how the features contribute to the reader's understanding of the text.

A second important focus within this strand is the critical analysis of informational texts. Students are asked to connect ideas within and among texts and to extend ideas through analysis, evaluation, and elaboration. Students should also be able to critique the internal logic of a text and to evaluate the credibility of an author's arguments—e.g., whether the author is relying primarily on personal opinion or research or whether there are assertions in the text for which the author provides little or no evidence.

Although most of the CAHSEE items within this strand assess the student's achievement of these critical analysis skills, others assess the foundational skills for the critical analysis of texts, as found in the California content standards in earlier grades. These skills include determining the main idea of the whole or part of a passage, identifying cause and effect relationships, identifying underlying comparisons, making logical predictions, and determining the author's purpose.

The Reading Comprehension strand also has a research component, requiring students to understand and identify the conventions of bibliographic citation. Students are not required to know a specific style, but they should be able to recognize those elements that are common among styles and are necessary for doing individual student research. Students also will be asked to recognize a research question that would be appropriate for use by high school students.

The following pages discuss the eight California content standards in the Reading Comprehension strand on the CAHSEE.

Strand	Reading Comprehension	According to the two boxes at the end of the document, which of these would be the BEST password?
Standard	8.2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).	<p>A date of a wedding anniversary</p> <p>B your family nickname</p> <p>C the same number, repeated five times</p> <p>D the first letters in the title of your favorite book</p>

CAHSEE test questions in this standard require students to make use of structural features to locate or understand information. Students also may be asked to analyze the author's purpose in using specific structural features, or they may be asked to determine how the features contribute to the reader's understanding of the text. Questions are based on documents that a young adult might encounter as a consumer, including those named in this standard. The consumer texts used to assess this standard have explicit structural features such as titles, headings, numbering or bulleting, graphics, tables of content, indices, glossaries, works cited, and bibliographies.

The sample test question is based on the passage "How to Choose a Password," which is reproduced in Appendix C of this guide. The question requires students to locate information highlighted by a structural feature of the passage, i.e., the two boxes of summary information at the end of the document, and to apply this information to a new situation. The question provides four descriptions of possible passwords, and students should use the information in the boxes to determine which description represents an acceptable password. Choice D is the correct answer because in its use of first letters of words it resembles two of the examples in the second box. Choice A, "date of a wedding anniversary," can be eliminated by information in the first box, as it is similar to the example of the birth date. Choice B, "your family nickname," can be eliminated by observing the example of a nickname in the first box. Choice C, "the same number, repeated five times," can be eliminated by the example of the repeated letter in the first box.

Strand	Reading Comprehension	What is the order in which new movies are moved through the store?
Standard	10.2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.	<p>A from Hottest Hits to Film Library to Recent Releases</p> <p>B from Film Library to Hottest Hits to Recent Releases</p> <p>C from Hottest Hits to Recent Releases to Film Library</p> <p>D from Recent Releases to Film Library to Hottest Hits</p>

CAHSEE test questions in this standard are based on documents that young adults might encounter in an entry-level, part-time work setting. Students must be able to make use of structural features contained in these documents to locate or understand information. Students also may be required to analyze the author's use of the structural features or to determine how the features are an aid to reader understanding. The structural features that appear in the reading passages include titles, headings, numbering/bulleted, graphics, tables of content, indices, glossaries, works cited, and bibliographies.

The sample test question is based on the passage "Main Street Movies Employee Manual: Organizing Videos," which is reproduced in Appendix C of this guide. The question is based on the sections of the document under the subheadings *New Releases Wall* and *Film Library*. Students should read the document carefully in order to determine that the New Releases Wall has two sections, Hottest Hits and Recent Releases, and that videos are first placed in the Hottest Hits section and later moved to the Recent Releases section before being placed in the Film Library. Thus choice C is the correct answer. Students should learn to use structural features, such as the boldfaced titles in this passage, as aids in determining sequential information within a document. The other answer choices represent incorrect sequences for the movement of videos through the store.

Strand	Reading Comprehension	The following are references for sources of information about the brain. In which of them would you be MOST likely to find information on split-brain research?
Standard	10.2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.	<p>A Cerebellum: essential involvement in the classically conditioned eyelid responses. D.A. McCormick and R. Thompson. <i>Science</i> 223: 296-9 Ja 20 '99.</p> <p>B The forecasting brain: how we see the future. D.Loye. <i>Il por Futurist</i> I 8: 63-5 F '99.</p> <p>C Immunity: two sides of the brain. J.A. Miller. <i>Sci News</i> 126:3 S7 D 8 '00.</p> <p>D Rusty brains may need iron. <i>Prevention</i> 36:4 Ma '98.</p>

CAHSEE test questions in this standard cover its two main components: identification of appropriate reference materials and use of referencing conventions. Test questions that focus on the first component require students to use titles or descriptions of reference materials to determine their potential suitability for a given research task. Students should be able to use bibliographic references to help them choose a preliminary set of materials that is likely to be useful for additional research on a specific topic.

Other test questions under this standard require students to understand the widely used referencing conventions of works cited and bibliographic entries. Students should be able to recognize correct uses of these conventions. The references shown in the CAHSEE reading passages or test questions follow one of several accepted styles, and students are required to know elements that are common to most styles (e.g., “ed.” means “editor”; author’s last name comes first). Test questions are based on informational texts, including consumer, workplace, and public documents.

The sample test question is based on the passage “A Brain Divided,” which is reproduced in Appendix C of this guide. To answer this question successfully, students need to have grasped the main concept of the associated passage, that the brain has two parts with different functions. Students also should be able to use the titles of research sources to

infer their suitability for research on the given topic. Choice C is the correct answer, as it is the only choice that makes reference to the dual nature of the brain, which is the focus of the reading passage. Choice A uses some of the terminology in the associated passage, but the title indicates that the dual nature of the brain will not be the main focus of the article. Choices B and D have little or no relationship to the main idea of the passage and therefore cannot be correct.

Strand	Reading Comprehension	Which question could MOST effectively be developed into a research paper?
Standard	10.2.3 Generate relevant questions about readings on issues that can be researched.	<p>A How often does my computer program require a new password?</p> <p>B In what year was the use of passwords first offered in a computer program?</p> <p>C Do I have to use a password to do research in the library?</p> <p>D What are the advantages and disadvantages of using passwords to protect information?</p>

CAHSEE test questions in this standard require students to identify appropriate research questions for a topic or to identify questions of appropriate scope for student research papers. Test questions are based on informational or literary texts.

The sample test question is based on the passage “How to Choose a Password,” which is reproduced in Appendix C of this guide. The focus of this question and other questions for this standard, is the appropriateness of research questions, not simply whether or not the question can be answered by some kind of research. Students should be able to determine when questions are too idiosyncratic or personal, too broad, or too narrow to be developed into a successful research paper. Choice A represents a choice that is too narrow for development; the answer to the question would be a simple time reference. This choice could be an appropriate research question if it included a wider range of inquiry, e.g., why a new password would be required or how the program processes a new password. Choices B and C are similar to A in that they require a simple fact for an answer and thus are not broad enough for research. Choice D, the correct response, fulfills the requirements, as it represents an issue that is drawn from a reading passage and is also appropriate for student research, as this standard requires.

Strand	Reading Comprehension	Which of the following BEST summarizes the information in the article?
Standard	10.2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.	<p>A The brain, even when damaged, can recover if the other side takes over.</p> <p>B Though the right brain controls the left side of the body, it is also capable of dominating the left brain.</p> <p>C The brain consists of two hemispheres which, though connected, serve different purposes.</p> <p>D The effects of split-brain surgery can be dramatic, though not tragic.</p>

CAHSEE test questions in this standard require students to synthesize ideas that are not explicitly connected within a text or between texts. Test questions will require students to connect ideas across two informational or persuasive texts on the same topic or to connect ideas contained in different sections of a single text. Other test questions will require students to connect ideas in a text with additional source material supplied with the test question, such as a quotation, chart, graph, or map.

Some test questions for this standard may require students to connect information in different sections of a single text in order to make inferences about the following implicit relationships: sequencing, comparison and contrast, cause and effect, part and whole. Other questions may require students to use different parts of a text to infer main idea(s) or to recognize accurate summary or paraphrase. Students are not required to bring specific background knowledge to these tasks. Test questions are based on either informational or literary texts.

The sample test question is based on the passage “A Brain Divided,” which is reproduced in Appendix C of this guide. The question requires students to demonstrate their ability in a foundational skill for this standard: determining an accurate summary of a given text. The correct answer, choice C, is stated at the end of the first paragraph of the passage. Students should verify that this statement summarizes the article by relating it to information in the rest of the passage, determining, for example, that the second and third paragraphs explain the functions of each side of the brain, and the final two paragraphs

discuss specific evidence for the different functions and explain how one side of the brain can take over the function of the other when needed. Choice A is an accurate restatement of the concluding paragraph, where summary statements often are found. However, the idea of one side taking over the functions of the other is not discussed in other sections of the article. Similarly, choice B is implied by the concluding paragraph of the passage but is not discussed throughout the article. Choice D is a summary of the fifth paragraph but is not a topic in other parts of the article.

Practice in analyzing the structure of a passage and determining connections among ideas are underlying, foundational skills necessary for full mastery of this standard. Other CAHSEE questions for this standard address the student's ability to synthesize ideas between and among related texts.

Strand	Reading Comprehension	Based on information in the document, which statement about passwords is accurate?
Standard	10.2.5	
	Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.	<p>A Computer programs cannot be protected by passwords.</p> <p>B Passwords may not be used as a security measure in the future.</p> <p>C People only need to use one password for different systems.</p> <p>D Bad passwords could give access to unauthorized individuals.</p>

The focus of this standard is the student's ability to analyze, evaluate, or elaborate on ideas in a text. CAHSEE test questions in this standard require students to demonstrate their ability in one of several ways: to draw a logical conclusion from information presented in the text, to make predictions based on the text, to understand the support for ideas presented in the text, or to determine the method the author uses to organize and develop a topic or a section of text. Students are not required to bring specific background knowledge to these tasks. Test questions are based on informational or literary texts.

The sample test question is based on the passage "How to Choose a Password," which is reproduced in Appendix C of this guide. In asking students to find an accurate statement about the passage, the question requires them to analyze and elaborate upon the main idea—that it is important to create good passwords. Thus choice D is the correct response, since it draws a logical conclusion from the main idea, that using poor passwords could give unauthorized individuals access to personal information. Choice A is not an accurate analysis because the first paragraph of the passage indicates that passwords protect many different kinds of computer-based information. Choice B cannot be correct because the passage provides no justification for predictions about the future. Choice C represents a misreading of the text rather than an analysis of the information.

It is important to note that this CAHSEE test question measures student achievement of this standard at a foundational level. Other questions written for this standard may require a greater degree of analysis and inference. See Appendix E for a chart of the progression of these concepts within the California content standards.

Strand	Reading Comprehension	This document provides the MOST information on —
Standard	10.2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.	A how to satisfy diners. B how to get along with coworkers. C the restaurant's special offers. D the restaurant's payment policy.

CAHSEE test questions for standard 10.2.7 are based on functional passages such as written instructions, advertisements, workplace documents, and consumer documents. Some questions may require students to evaluate the organizational structure and the completeness of information in a passage. Other questions may require students to identify aspects that would make the passage easier to understand, to identify the topic on which the passage provides the most or least amount of information, or to determine the kind of support the author provides for his or her arguments (e.g., quotations from authorities, personal experience, summary of research reports, personal opinion).

The sample test question is based on the passage "Staff Responsibilities," which is reproduced in Appendix C of this guide. The question focuses on the main point of this functional document, which is a foundational skill for achievement on this content standard. Students must examine the logic of the entire presentation to determine its overall goal and then to determine which of the four answer choices is the primary focus. Choice A, how to satisfy diners, is the correct response, and the other three choices represent topics contained within the document but not its main focus.

Strand	Reading Comprehension	What information supports the idea that vitamin supplements are potentially dangerous?
Standard	10.2.8	
	Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationships between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).	<p>A Supplements are usually available in powder, tablet, and liquid form.</p> <p>B People might accidentally take supplements that interfere with medications.</p> <p>C Supplements may play a large role in disease prevention.</p> <p>D People tend to be too cautious when using supplements.</p>

CAHSEE test questions for standard 10.2.8 require students to analyze underlying relationships between assertions and evidence. Students must also be able to analyze the author's purpose and its effect on the text. Test questions may focus on the main point(s) of the argument, the supporting evidence for the main point(s), the quality of the author's arguments or positions, the purpose of the text, the tone, or the identification of opinion as opposed to fact. Test questions are based either on persuasive texts or on expository texts that support an argument or position. The passages focus on issues that are important to young adults, and the texts are presented in familiar formats (e.g., letter to the editor, editorials, speeches, excerpts from textbooks). In some instances, both sides of an argument or issue may be presented in separate passages.

The sample test question is based on the passage "Pro and Con on Vitamin Supplements," which is reproduced in Appendix C of this guide. The question requires students to analyze the support an author offers for a key assertion—that vitamin supplements may be dangerous rather than beneficial. This assertion is found in the second half of the passage and is supported by several statements in the passage, one of which is choice B, that some vitamins may actually interfere with a person's medications. The other answer choices for this test question repeat statements that do not support the specific assertion. Although it is factual that supplements come in a variety of forms (choice A), students should recognize that this statement does not support the assertion stated in the stem. Choice C actually supports the opposite assertion, as it provides support for taking supplements. Choice D represents a possible misreading of the stem, as it tends to support the idea that supplements are beneficial, rather than harmful.

The Literary Response and Analysis Strand

To demonstrate achievement in this CAHSEE strand, students must be able to comprehend and analyze literary texts, focusing on the important literary elements that form the basis of instruction in literature during middle school and high school.

Students should be familiar with the genres of dramatic literature named in the grades 9/10 California content standards (comedy, tragedy, dramatic monologue), as well as the genres that are the focus of the content standards in preceding grades (e.g., short story, novel, novella, essay, ballad, couplet, and sonnet). Students should also understand the meaning and use of specific characteristics of dramatic literature, including dialogue, soliloquy, and asides.

Test questions within the Literary Response and Analysis strand will focus on other aspects of the study and interpretation of literary works. For example, students should understand the important aspects of characterization in dramatic and other fictional literature. Students should be able to determine what characters are like, how the author reveals characterization, how characters interact to affect the plot, and how characters function as foils within a given work. Students should also be able to analyze other aspects of plot, including an author's manipulation of time sequence and the foreshadowing of events to come. Test questions will also address other aspects of critical reading: interpreting nuances of meaning, analyzing the use of literary devices such as metaphor and symbolism, recognizing thematic elements, and understanding subtle aspects that require attentive reading of a literary work.

The following pages discuss the 12 California content standards in the Literary Response and Analysis strand on the CAHSEE.

Strand	Literary Response and Analysis	How does the reader know that the story is a dramatic monologue?
Standard	10.3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).	<p>A The narrator is the only speaker.</p> <p>B The story is about the narrator’s love of acting.</p> <p>C The narrator has a vivid personality.</p> <p>D The story is based on the narrator’s experiences.</p>

CAHSEE test questions in this standard require students to demonstrate knowledge of the characteristics of literary genres and their purposes. Because the focus of the grades 9 and 10 standards is dramatic literature, test questions will require students to recognize different forms of dramatic literature (e.g., comedy, tragedy, and dramatic monologue) and to use their knowledge of the purpose of these genres to aid understanding. However, because various genres are introduced in the content standards throughout the middle school and high school years, test questions that address the characteristics of different forms of fiction and poetry, e.g., short story, novel, novella, essay, ballad, couplet, epic, sonnet, will also be included on the CAHSEE. In addition, literary nonfiction genres will be addressed (e.g., essay, autobiography, biography). Students are asked to recognize the purpose and use of the genres named above, but to label only those that are most common. Test questions are based on literary texts, including stories, poems, and dramatic literature, as well as literary nonfiction texts.

The sample test question is based on the passage “Acting Up,” which is reproduced in Appendix C of this guide. The question focuses on dramatic monologue as a genre. Students should know the characteristics of this genre in both prose and poetry, including choice A, that there is a single speaker. The other answer choices for this test question accurately describe certain aspects of the passage, but they are not characteristics of the genre named in the stem. Students should recognize that choice B, that the story is about the narrator’s love of acting, could apply to several other literary genres, as could choices C and D.

Strand	Literary Response and Analysis	How does Marco's family react to his use of proverbs?
Standard	10.3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.	<p>A His parents are surprised; his sister is upset.</p> <p>B His parents are irritated; his sister is impressed.</p> <p>C His parents are entertained; his sister is annoyed.</p> <p>D His parents are disturbed; his sister is encouraging.</p>

CAHSEE test questions for standard 10.3.3 focus on characterization in literary texts. Students should be able to analyze the interactions between or among characters and to determine the relationships between character interactions and plot. In order to understand how characterization relates to plot, students should also possess foundational knowledge about the significant aspects of plot, including problem, conflict, and resolution. Some CAHSEE test questions will focus on the basic aspects of plot when they are important to an understanding of character interactions. Test questions for this standard are based on literary texts, including stories, poems, and dramatic literature, as well as literary nonfiction texts. Informational passages are used if they contain the qualities appropriate to the standard.

The sample test question is based on the passage “A Word in the Hand,” which is reproduced in Appendix C of this guide. The question asks students to examine the interactions between Marco and his sister and between Marco and his parents in the context of his new-found habit of quoting familiar sayings. Students should be able to find textual evidence for character interactions, noting, for example, that the sister’s attitude is indicated in her request that Marco be quiet, using a tone that is “anything but polite.” The amused attitude of Marco’s parents is indicated in the contrast between their stern and strict quotation of their own sayings and their laughter immediately thereafter.

Strand	Literary Response and Analysis	Why does the narrator take a walk on the day before the family moves?
Standard	10.3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.	<p>A to take one last look at everything familiar</p> <p>B to visit the statue in the middle of town</p> <p>C to see if the same people are still in the same places</p> <p>D to be away from home when the movers come</p>

CAHSEE test questions in this standard require students to understand and analyze character traits and motivations in dramatic literature. Questions may also focus on characters' states of mind, as revealed by their own statements. Because the California English language arts content standards for earlier grades focus on other literary genres in addition to drama, the CAHSEE test questions related to this standard may also be based on other literary texts, including stories, poems, and literary nonfiction texts. In literary nonfiction, items may require the student to understand or analyze the person who is the focus of the passage. Informational passages may be used if they contain the qualities appropriate to the standard.

The sample test question is based on the passage "Going Home," which is reproduced in Appendix C of this guide. The question asks students to determine the narrator's motivation based on his own words in the story. Students should recognize that by emphasizing the routine of his walk to school in the early part of the story, the narrator is establishing both his love of his home town and his personal routine. The story is structured around three such walks, and the third one logically represents choice A, a desire to take a final look at familiar landmarks. Choice B represents a misreading of the text; the student may mistake characteristics of the new town for those of the old. Choice C requires that students read critically to understand the narrator's motive not as curiosity but as a desire to say good-bye. Students should recognize choice D as an effect rather than a cause; the narrator was indeed away from home when the movers arrived, but his walk had a different motivation.

Strand	Literary Response and Analysis	Which statement BEST describes what happens in the story?
Standard	10.3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.	<p>A A teacher nurtures a talented writer.</p> <p>B A teacher gives students an impossible assignment.</p> <p>C A student avoids classwork by daydreaming.</p> <p>D A student gains confidence in his abilities by performing.</p>

CAHSEE test questions in this standard require students to understand and analyze literary themes. Students may be asked to identify the theme or to determine which sections of the passage support or state the theme. Determining the main idea of a literary text may also be assessed under this standard as a foundational skill, i.e., helping students analyze theme. In order to understand theme, students should also understand mood when it is central to the understanding of theme. Accordingly, some test questions for this standard may ask students to identify the mood of a text, when it is closely related to the theme, as a foundational skill. Students will not be required to bring specific background knowledge of other literary works to the tasks. Test questions for this standard are based on literary texts, including stories, poems, and dramatic literature, as well as literary nonfiction texts. Informational passages may be used if they contain the qualities appropriate to the standard. In some cases, test questions will be based on two literary texts or a literary text and an informational text that deal with a similar theme.

The sample test question is based on the passage “Acting Up,” which is reproduced in Appendix C of this guide. The question measures achievement in a foundational skill for standard 10.3.5, as it focuses on the main idea, and Choice D, the correct answer, captures the essence of the monologue, as the narrator introduces and then retells the day in which he became a “hit” and gained confidence as an actor. Choice A is partially correct, as the narrator reports that his teacher Mrs. Spector helped him select a monologue and was responsible for his “big break.” However, this choice is not an overarching summary of the events of the story. Similarly, Choice C is partially correct because the narrator does describe himself as daydreaming in the first paragraph, but, like choice A, it does not describe the essence of the story. Choice B represents a misreading of the text.

Strand	Literary Response and Analysis	What does the use of flashbacks accomplish in “Acting Up”?
Standard	10.3.6 Analyze and trace an author’s development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).	<p>A makes the narrator seem dreamy and unrealistic</p> <p>B shows the reader what the narrator was like as a child</p> <p>C allows the narrator to list his achievements</p> <p>D gives the reader more insight into the narrator’s character</p>

CAHSEE test questions for this standard require students to analyze an author’s development of time and sequence. Students are asked to recognize the purpose or use of literary devices related to time and sequence, but to label only those that are most common, such as foreshadowing and flashback. Students may be asked what happens first, second, or last in the text, what kind of literary device is illustrated by the text, what effect the author creates by using the device, or what section of the text is an example of a specific literary device. Test questions are based on stories, poems, and dramatic literature, as well as literary nonfiction texts. Informational passages may be used if they contain the qualities appropriate to the standard.

The sample test question is based on the passage “Acting Up,” which is reproduced in Appendix C of this guide. The question focuses on the author’s use of the literary device of the flashback. Students should know the meaning of this term and recognize it as a manipulation of time within literary texts. In this instance, students should recognize that the flashback allows the narrator to describe not only the events of a past day but also his own reaction to them, thus giving the reading insight into his character (choice D). Choice A cannot represent the purpose of the flashback because the narrator represents himself as realistic about his appearance (“I was no heartthrob”) as well as his ability to sing and dance (“enthusiasm is my real talent”). Students who have understood the time sequences in the narrative, as required by standard 10.3.6, will determine that the flashback focuses on the narrator’s senior year in high school rather than his childhood (choice B). Choice C represents a misreading of the purpose of the flashback as an opportunity to record achievements rather than to retell an event.

Strand	Literary Response and Analysis	What is the main effect produced by the repetition of the phrase <i>Write something</i> ?
Standard	10.3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.	<p>A It reminds the reader that the narrator is daydreaming.</p> <p>B It proves that the narrator has finished his homework.</p> <p>C It emphasizes the importance that writing has to an actor.</p> <p>D It makes the story easier for the reader to understand.</p>

CAHSEE test questions for standard 10.3.7 require students to identify or analyze an author's use of the following literary devices: analogy, metaphor, simile, imagery, repetition, allegory, symbolism, and personification. Students are asked to identify a sentence or phrase as an example of a specific literary device or to recognize the purpose or use of a literary device, but they are asked to label only those that are most common. Test questions are based on literary texts, including stories, poems, and dramatic literature, as well as literary nonfiction texts. Informational passages may be used if they contain the qualities appropriate to the standard.

The sample test question is based on the passage "Acting Up," which is reproduced in Appendix C of this guide. The question requires students to determine the purpose of the literary device of repetition as used in this monologue. In the opening paragraphs, the narrator states that his teacher was telling him to write a response to what he had read, and the repetition of the sentence indicates that the narrator has continued to daydream instead of writing (choice A). Choices B and C represent misreadings of the text, as neither interpretation is supported by textual evidence. Students may recognize that choice D represents a logical purpose for the use of repetition, but students who read closely will realize that it is not the primary purpose within this passage.

Strand	Literary Response and Analysis	Read this sentence from the selection.
Standard	10.3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.	<div data-bbox="857 369 1341 495" style="border: 1px solid black; padding: 5px;"> <p>...I know that somewhere there are parents telling their children about a town filled with oak trees, a place where you can get the best milkshake in the world...</p> </div> <p>What makes the preceding statement ironic?</p> <p>A the fact that, like the narrator, other children are worried about moving</p> <p>B the fact that, like the people in the narrator's neighborhood, most people enjoy their homes</p> <p>C the fact that, like the narrator's father, parents often get promotions</p> <p>D the fact that, like the narrator's home, every house has its stories.</p>

The focus of test questions for this standard is the recognition and analysis of ambiguities, subtleties, contradictions, ironies, and incongruities in literary texts. These aspects of literature require attentive, critical reading of texts. The CAHSEE test questions will require students to understand and analyze these aspects within a passage but not to label them. Test questions are based on literary texts, including stories, poems, and dramatic literature, as well as literary nonfiction texts. Informational passages may be used if they contain the qualities appropriate to the standard.

The sample test question is based on the passage "Going Home," which is reproduced in Appendix C of this guide. Students should understand the concept of situational irony as contradictory or incongruous events within a story. The stem of the test question gives students an excerpt from the passage and asks for an explanation of the irony it expresses. The question requires students to analyze the irony in terms of the story as a whole. Choice A is the best response, as the irony lies in the fact that the narrator is sorry to leave the town at the same time that other children are worried about moving to the same town. Choices B, C, and D provide statements that represent misreadings of the excerpt or a lack of understanding of the relationship of the excerpt to the passage.

Strand	Literary Response and Analysis	Which word BEST describes the narrator's tone in the second half of the passage?
Standard	10.3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.	<p>A persuasive</p> <p>B humorous</p> <p>C sarcastic</p> <p>D frustrated</p>

CAHSEE test questions in this standard focus on the person who tells the story or acts as the speaker within a text, whether the genre is short story, drama, poetry, or other kinds of literature. Students should be able to recognize who the narrator or speaker is, what persona he or she has been given, and what characteristics distinguish the narrator's or speaker's voice. Test questions in this strand will also require students to analyze the effect of these elements within the text. Because a foundational understanding of tone and literary point of view are necessary for achievement of this content standard, test questions may also assess students' understanding of tone and literary point of view when they are closely related to the voice or the narration. Students will need to understand the purpose of voice, persona, and choice of narrator but will not be required to label them. Test questions are based on literary texts, including stories, poems, and dramatic literature, as well as literary nonfiction texts. Informational passages may be used if they contain the qualities appropriate to the standard.

The sample test question is based on "A Day Away," which is reproduced in Appendix C. Students are asked to identify the tone of the passage, which in this passage is closely linked with the persona of the speaker. Students should recognize that the essay has two major parts. In the first half, the speaker describes, in a fairly dispassionate tone, what it means to take "a day away." In the second half, the speaker addresses the reader and argues that other people should also take a day away. The diction and tone become persuasive (e.g., "Each of us needs to withdraw from the cares which will not withdraw from us"), making choice A correct. Students should recognize that choices B and A are incorrect because the speaker is presenting a serious argument, advocating a position and countering what "many may think and some will accuse." Choice D represents a misinterpretation of the tone: the speaker implies that a day away helps resolve frustrations, but the diction of the essay does not create a tone of frustration.

Strand	Literary Response and Analysis	What does the author emphasize by having the narrator see the same people three different times in the story?
Standard	10.3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.	<p>A that the narrator feels at home in this town because nothing ever changes</p> <p>B that the narrator’s life is repetitive and boring because nothing ever changes</p> <p>C that the new town the family is moving to will have similar people to meet</p> <p>D that the new children who move to the narrator’s house will become comfortable in it</p>

CAHSEE test questions in standard 10.3.10 require students to use their understanding of genre features to aid in the understanding and analysis of literary texts. Because the focus of the grade 10 standard is dramatic literature, many test questions require students to understand and to analyze the dramatic features named in the standard: dialogue, soliloquy, asides, character foils, and scene design. However, because various genres are studied throughout the middle school and high school years, some items will be included that address the features of fiction and poetry, such as setting, methods of characterization, line length, punctuation, rhythm, repetition, rhyme, problem, conflict, climax, and resolution. Students will need to understand the purpose or use of these genre features but to label only those that are most common. Test questions are based on literary texts, including stories, poems, and dramatic literature, as well as literary nonfiction texts. Informational passages may be used if they contain the qualities appropriate to the standard.

The sample test question is based on the passage “Going Home,” which is reproduced in Appendix C of this guide. The stem of the question asks students to determine the effect of the author’s use of repetition, which is a common feature of the short story and other literary genres. To select the correct answer, students must understand the meaning of the story and how the repetition reinforces that meaning. Choice A is the best response, because the point of the repetition is to show how much the unvarying routine makes the narrator feel at home. Choice B is not supported by the text; the narrator is not bored but comforted by the repetition, as illustrated by the first two paragraphs of the story. In addition, the text shows the narrator feeling bored only after learning that the familiar

routine is coming to an end. Choice C also lacks support from the text. The narrator learns that with the exception of the oak trees the new town will be different from the old and begins to speculate about the new features. Choice D represents a misreading of the purpose of the repetition; the narrator's feelings are the focus of these events, rather than the new children moving into the town.

Strand	Literary Response and Analysis
Standard	8.3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)

CAHSEE test questions in this standard require students to analyze a work in relation to the author's background. Context information is provided with the questions so that students will not need specific prior knowledge about the author. In order to analyze a work using the biographical approach, the student is required to understand basic elements of theme, setting, plot, and character as they relate to the author's background, and these literary elements may be the focus of test questions in this standard. The questions are based on literary texts, including stories, poems, and dramatic literature, as well as literary nonfiction texts. Informational passages may be used if they contain the qualities appropriate to the standard.

Strand	Literary Response and Analysis
Standard	10.3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language, on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)

CAHSEE test questions in this standard require students to analyze an author's style, noting how his or her use of diction affects the tone, mood, or theme of the text. Because an understanding of tone, mood, and theme is fundamental to achievement in this standard, test questions may ask students about these literary elements in a passage. Test questions are based on literary texts, including stories, poems, and dramatic literature, as well as literary nonfiction texts. Informational passages may be used if they contain the qualities appropriate to the standard.

Strand	Literary Response and Analysis
Standard	10.3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)

CAHSEE test questions for this standard require students to analyze a text in relation to the historical period in which it was written or in which it is set. Context information is provided so that students will not need specific prior knowledge about the historical period. In order to analyze a work using the historical approach, students are required to understand basic elements of theme, setting, plot, and character, and test questions may address these literary elements when they relate to the historical period reflected in the text. Test questions are based on literary texts, including stories, poems, and dramatic literature, as well as literary nonfiction texts. Texts may include those written during a prior historical period or those set in a prior historical period (historical fiction). Informational passages may be used if they contain the qualities appropriate to the standard.

Section 4

Assessing the CAHSEE Writing Standards

The English language arts (ELA) part of the California High School Exit Examination (CAHSEE) assesses designated California content standards in writing for grades 9 and 10. The writing section uses a multiple-choice format to assess two strands: Writing Strategies and Writing Conventions. In addition, two constructed-response writing tasks address the Writing Applications strand. One of the tasks is a response to a reading passage, and the other is a stand-alone prompt. The Scoring Guides for both kinds of tasks are reprinted in Appendix A of this guide.

Writing Strategies and Conventions Passages

Many of the test questions on the writing section of the CAHSEE are based on reports and essays that represent typical student work. These passages contain typical student errors in diction, sentence structure, paragraph structure, and the conventions of written English, and students are expected to identify the errors and determine the best correction. Students may also be asked to determine appropriate introductory or concluding sentences for the passages. The length of the writing passages is between 200 and 300 words.

Writing Constructs Measured by the CAHSEE

The writing section of the CAHSEE focuses on ELA constructs that are taught and assessed throughout elementary, middle, and high school. The underlying cognitive constructs for the writing strands in the California content standards are shown in Table 6. A primary assumption in the California content standards for writing is that students can use learned strategies to write essays that convey clear perspectives on a subject, present a reasoned and organized argument, maintain a consistent tone and focus, and show evidence of mastery of the conventions of written English. The CAHSEE test question writers and reviewers verify that each question measures the appropriate construct as well as the content standard.

Table 6
Writing Constructs Measured by the CAHSEE

Strand	Construct
Writing Strategies	Writing strategies: clear, coherent, and focused writing
Writing Conventions	Fundamental skills of written and oral English language conventions: grammar and mechanics of writing
Writing Applications (Genres and Their Characteristics)	Writing applications

The following pages of the Teacher Guide discuss the writing strands and content standards included in the CAHSEE. For most of the standards, there is also a discussion of a sample released test question. The three reading strands are

Writing Strategies
Writing Conventions
Writing Applications

Teachers will find this section of the guide useful in understanding how the California content standards are assessed on the CAHSEE. A thorough understanding of the standards and the test questions associated with them will help teachers focus their instruction on the content standards and better prepare students for the exam.

The Writing Strategies Strand

To demonstrate achievement in this CAHSEE strand, students must understand how coherence and sound organizational structure are achieved in expository writing. Students must also be able to recognize ways to revise text to improve coherence and structure. Test questions in this strand will require students to identify ways to organize text, the best sequence of ideas in a text, appropriate ways to begin paragraphs or essays, and appropriate ways to end paragraphs or essays. In addition, students should understand the importance of evidence to the development of ideas and assertions. Test questions in this strand require students to identify content that does or does not support main ideas or topic sentences or assertions that are or are not supported by evidence. The CAHSEE questions that focus on revision are based on essays and reports that represent rough drafts of typical student writing.

Students must also recognize the appropriate use of language in written text. Test questions in the Writing Strategies strand require students to identify the best way to

express an idea, ways to create interest and variety, the appropriate placement and use of modifiers, and the use of active rather than passive voice. In addition, questions require students to recognize the precise use of words, the best way to revise an ungrammatical or awkwardly written phrase or sentence, and appropriate ways to address the purpose, audience, and formality requirements of a specific writing task. The questions that focus on language use and revision of phrases and sentences are based on essays and reports that represent student rough drafts.

CAHSEE test questions in this strand also focus on research skills. Students are asked to identify sources of additional information for a topic, to recognize the characteristics of various research sources, and to evaluate the usefulness of sources for a specific task. Sources with which students should be familiar include almanacs, news sources, speeches, journals, technical documents, and the Internet. Other test questions focusing on research require students to recognize appropriate uses of the conventions for inserting citations into research papers.

The following pages discuss the seven content standards in the Writing Strategies strand on the CAHSEE.

Strand	Writing Strategies	Which of the following sentences, if inserted before sentence 1, would make the MOST effective opening sentence?
Standard	10.1.1	
Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.		<p>A Writing an essay is easy if one uses a computer.</p> <p>B Good essays are always written in black pen.</p> <p>C Any student can write a successful essay.</p> <p>D Teachers sometimes assign difficult essays.</p>

CAHSEE test questions in this standard require students to demonstrate understanding of coherence of subject and tone in written text. Test questions may ask students to identify content that is not closely related to the rest of a passage, to determine the best way to organize text, to identify the appropriate sequence of ideas in a text, or to recognize the best way to begin or end a paragraph. Test questions are based on passages that represent rough drafts of typical student writing.

The sample test question is based on the passage “Essay Writing,” which is reproduced in Appendix C of this guide. The question requires students to identify a topic sentence that is appropriate to the passage. Before attempting to answer the question, students should read the entire passage and determine its focus. Because the passage consists of guidelines for composing an effective essay, choices A and B, which are statements about the mechanics of writing (use of computer or pen), are not well related to the main idea. Choice D is incorrect because the passage is not about the difficulty of writing but about ways to write effectively. Choice C is the correct response because it would begin the passage with the concept of writing successfully, which is the primary focus of the passage.

Strand	Writing Strategies	<p>Which of the following words is the BEST way to express the meaning of the word <i>thing</i> in sentence 1?</p> <p>A object</p> <p>B item</p> <p>C creature</p> <p>D article</p>
Standard	<p>10.1.2</p> <p>Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.</p>	

CAHSEE test questions for this standard require students to understand the appropriate use of language in written text. Students may be asked to identify the best way to express an idea, the best way to use words to create interest and variety in a given situation, appropriate placement and use of modifiers, and correct use of active voice. Test questions are based on passages that represent rough drafts of typical student writing.

The sample test question is based on the passage “The Abominable Snowman,” which is reproduced in Appendix C of this guide. The question requires students to recognize that the word *thing* lacks interest and precision for the purpose of the sentence in which it has been used. Choice C is the best answer, as it is the best description of the Abominable Snowman. Students should recognize that choices A, B, and D are used to describe inanimate things and thus lack precision when used to refer to a living being.

Strand	Writing Strategies
Standard	10.1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.

CAHSEE test questions in this standard require students to demonstrate understanding of research methods suitable for given purposes. Test questions may ask students to identify sources of additional information for a topic, including library resources, electronic media resources, and interviewing. The content of the test questions is drawn from reports and essays that represent rough drafts of typical student writing.

Strand	Writing Strategies	Which of the following ideas is supported by details or evidence in the essay?
Standard	10.1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).	<p>A The world will never believe in the existence of the Yeti.</p> <p>B Yeti sightings cannot be explained by overactive imaginations.</p> <p>C A bear walking on its hind legs can appear to be a Yeti.</p> <p>D All mountain guides believe in the Yeti.</p>

CAHSEE test questions for this standard require students to understand relationships between assertions and support. The types of support addressed in the test questions for this standard includes facts, examples, quotations, opinions from authorities, comparisons, scenarios, commonly held beliefs, hypotheses, and definitions. Students may be asked to recognize content that directly supports a given main idea, argument, or position, the best support for a given generalization, or a general statement for which details or evidence are not provided in the text. Test questions are based on passages that represent rough drafts of typical student writing.

The sample test question is based on the passage “The Abominable Snowman,” which is reproduced in Appendix C of this guide. The question requires students to analyze the passage to determine which ideas are supported by textual evidence. Choice C, the assertion that a bear on its hind legs may appear to be a Yeti, is the correct response. The text provides several details in support of this assertion, including the fact that bears are able to walk on their hind legs, that scientists have determined that Yeti footprints are probably bear prints, and that three of five recent Yeti sightings were determined to be bears. Choice A, the assertion that the world will never believe that the Yeti exist, overstates the information in the first part of sentence 15, and students should recognize that there are no details in the text that support this assertion. In fact, the second part of sentence 15 leaves open the possibility that the world might believe in the Yeti when given sufficient proof. Choice B repeats information in sentences 13 and 14, that the Yeti cannot be the product of overactive imaginations. Although there are sentences in the text that are sympathetic to this viewpoint, the text does not provide details or evidence to support it. In fact, sentence 3 states that “doubts still remain” about the existence of the Yeti, and the final sentence echoes this idea. Choice D, an assertion that all mountain guides believe in the Yeti, overstates information in sentences 13 and 14, and there is no evidence in the text to support this broad generalization.

Strand	Writing Strategies	Based on the essay, which of the following would be the BEST source of information to demonstrate that the Yeti most likely does NOT exist?
Standard	10.1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).	<p>A a book of Nepalese legends which contains stories about the Yeti</p> <p>B a documentary about the Yeti containing interviews with Yeti believers</p> <p>C a poster which has pictures of all known Himalayan mammals</p> <p>D a magazine article which demonstrates the falsehood of all supposed Yeti sightings</p>

CAHSEE test questions for this standard require students to identify and compare the characteristics of almanacs, news sources, speeches, journals, technical documents, and the Internet. Test questions may also require students to understand the characteristics of sources that make them best for a particular use (e.g., journals for in-depth treatment; the Internet for immediate data; editorial page for opinions). Some items may require students to compare the quality or usefulness of information from more than one source. Test questions are based on passages that represent rough drafts of typical student writing.

The sample test question is based on the passage “The Abominable Snowman,” which is reproduced in Appendix C of this guide. The question requires students to identify research sources best suited for the purpose stated in the stem. The four answer choices represent sources a student might encounter in doing research on the Yeti, and students must evaluate and compare the sources to determine which one is most likely to be suitable for the purpose. Selecting the correct response also requires students to comprehend the main ideas of the passage. Choices A and B are not appropriate to the purpose because they are likely to support the possibility that the Yeti do exist. Choice C will not be appropriate because it will not include creatures whose existence is in doubt. Choice D is directly related to the research purpose and is the correct response.

Strand	Writing Strategies	What is the BEST way to write sentence 13?
Standard	10.1.6	
Integrate quotations and citations into a written text while maintaining the flow of ideas.		<p>A “There has to be something out there,” says Raju, a mountain guide.</p> <p>B “There has to be something out there, says Raju, a mountain guide.”</p> <p>C “There has to, says Raju, a mountain guide, be something out there.”</p> <p>D Leave as is.</p>

CAHSEE test questions for standard 10.1.6 require students to recognize appropriate uses of the conventions for inserting citations into text. Students should understand the importance of a grammatical match between the text and a quotation, and they should recognize an appropriate flow of ideas when a quotation is inserted into a text. Test questions are based on passages that represent rough drafts of typical student writing.

The sample test question is based on the passage “The Abominable Snowman,” which is reproduced in Appendix C of this guide. The question requires students to determine which answer choice uses the appropriate mechanics for placing a quotation in text and also best maintains the flow of ideas. Choice A is the correct response. It is punctuated correctly, and it also places the phrase, “says Raju, a mountain guide,” between the two sentences rather than awkwardly in mid-sentence. Choice B places the phrase appropriately but is punctuated incorrectly. Choice C is incorrect because it contains the awkward placement of the phrase and is punctuated incorrectly. Choice D refers to the sentence as it is given in the passage. This sentence is punctuated incorrectly and contains the awkward placement of the phrase “says Raju, a mountain guide.”

Strand	Writing Strategies	Which is the MOST effective substitution for the underlined part of sentence 5?
Standard	10.1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.	<p>A and ridding of errors in grammar and mechanics</p> <p>B to get rid of errors in grammar and mechanics</p> <p>C and getting rid of errors in grammar and mechanics</p> <p>D Leave as is.</p>

The focus of standard 10.1.9 on the CAHSEE is revision. Students are asked to revise individual sentences or phrases as they appear within drafts of typical student writing. Test questions require students to identify the revision of a sentence or phrase that results in the most precise use of words or the most appropriate or correct way to state an idea. Questions may also require students to recognize elements of a passage that contribute to the consistency of its tone.

The sample test question is based on the passage “Essay Writing,” which is reproduced in Appendix C of this guide. The question offers four versions of a sentence in the passage, and students must choose the one that is most effective. The version presented within the passage (choice D) is flawed because of its use of passive voice and the awkward construction ending the sentence: “can be got rid of.” Choices A and C are not correctly linked to the rest of the sentence, as they introduce a compound construction with “and” but are not parallel in structure to the infinitive phrase “to revise.” Choice B, the correct response, provides the simplest and most precise revision needed to express the idea.

The Writing Conventions Strand

The California content standards at every grade level emphasize the importance of the conventions of standard written English, and test questions on the CAHSEE reflect this emphasis. There are three main areas of focus within this strand: sentence structure, punctuation, and grammar and usage.

By the tenth grade, students should have developed an understanding of the basic aspects of appropriate sentence structure in English, including the use of main and subordinate clauses to show the relationship among ideas, the use of parallel structure in phrases and clauses, and the proper placement of modifiers. These aspects of sentence structure are an important focus for test questions in the Writing Conventions strand.

Students should also be able to demonstrate the ability to follow the conventions of standard English for punctuation, including the use of quotation marks, commas, underlining and italics, semicolons, colons, ellipses, and hyphens. CAHSEE test questions assess students' mastery of these conventions by using examples representing typical student writing.

The CAHSEE test questions that address grammar and usage focus primarily on common student errors in noun, pronoun, and verb use. Questions require students to recognize correct agreement between subjects and verbs, correct agreement between pronouns and their antecedents, and appropriate use of nouns and pronouns. Questions also focus on the use of correct pronouns for the objects of prepositions.

The following pages discuss the four content standards in the Writing Conventions strand on the CAHSEE.

Strand Standard	Writing Strategies	Choose the answer that is the MOST effective substitute for the underlined part of the sentence. If no substitution is necessary, choose "Leave as is."
	10.1.1	
	<i>Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).</i>	Responsibilities of the job include <u>greeting customers, escorting them to a table, and offering beverages.</u>
	10.1.2	
	<i>Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).</i>	<p>A greeting customers, escort them to a table and offering a beverage.</p> <p>B to greet customers, escorting them to tables and offering a beverage.</p> <p>C to greet customers, escorting them to a table, and to offer a beverage.</p> <p>D Leave as is.</p>
	10.1.3	
	<i>Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.</i>	

CAHSEE test questions for standards 10.1.1 through 10.1.3 focus on the three main components of these standards: sentence structure, punctuation, and grammar.

Sentence Structure

As illustrated by the use of italics in the standards reprinted above, some CAHSEE test questions may require students to identify the appropriate use of coordination and subordination to express the relationship among ideas, the correct use of coordinate and subordinate conjunctions, and the appropriate use of participial, infinitive, and gerund phrases. CAHSEE test questions also may focus on sentence construction, e.g., parallel structure and proper placement of modifiers. Test questions may be based on passages that represent rough drafts of typical student writing, or they may be stand-alone items (not based on a passage).

The sample test question focuses on the use of parallel structure in a series. The correct answer, choice D, uses three parallel gerund phrases. The other choices offer nonparallel phrases and represent potential student errors.

Strand	Writing Conventions	Choose the answer that is the MOST effective substitute for the underlined part of the sentence. If no substitution is necessary, choose "Leave as is."
Standard	10.1.1 <i>Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).</i>	<p>The Alaskan rivers are clear and sparkling <u>in summer however, they are frozen in winter.</u></p> <p>A in summer, however they are frozen in winter.</p> <p>B in summer; however, they are frozen in winter.</p> <p>C summer: however they are frozen in winter.</p> <p>D Leave as is.</p>

Punctuation

As illustrated by the use of italics in the standard reprinted above, CAHSEE test questions for standard 10.1.1 may focus on the conventions for punctuation in standard written English. Test questions may require students to identify the correct use of the punctuation marks named in the standard: semicolons, colons, ellipses, and hyphens. Because several other forms of punctuation are addressed by the content standards in earlier grades, other CAHSEE test questions will assess these forms, including quotation marks for direct quotations and for titles; commas with introductory phrases, direct address, and compound sentences; and underlining and italics for titles. Test questions may be based on passages that represent rough drafts of typical student writing, or they may be stand-alone items (not based on a passage).

The sample test question requires knowledge of the use of the semicolon with a transitional adverb. Students should understand both of the conventions employed here, the use of the semicolon to join two independent and closely related clauses and the use of the comma after transitional adverbs such as *however*. Both conventions are correctly used in choice B. The other choices represent potential student errors: Choice A has a comma splice; choice C has an incorrect use of the colon with no comma after *however*; and choice D is a run-on sentence.

Strand	Writing Conventions	Choose the word or phrase that best completes the sentence.
Standard	<p data-bbox="428 443 509 474">10.1.2</p> <p data-bbox="237 478 691 695"><i>Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).</i></p> <p data-bbox="428 737 509 768">10.1.3</p> <p data-bbox="237 772 691 953"><i>Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.</i></p>	<p data-bbox="802 436 1338 506">The musician played Wendy’s favorite waltz for her husband and _____.</p> <p data-bbox="802 548 867 579">A I</p> <p data-bbox="802 600 883 632">B he</p> <p data-bbox="802 653 899 684">C she</p> <p data-bbox="802 705 899 737">D her</p>

Grammar

As illustrated by the use of italics in the standards reprinted above, CAHSEE test questions for standards 10.1.2 and 10.1.3 may require students to understand the correct use of the conventions of English grammar and usage. Students should recognize correct agreement between subjects and verbs and between pronouns and antecedents. Correct use of nouns and pronouns is also tested, as well as the correct use of pronouns as the object of a preposition. Test questions may also address other problems in student writing, including verb tense, commonly confused homonyms, common usage errors (e.g., affect/effect, except/accept), and the use of adverbs and adjectives. Test questions may be based on passages that represent rough drafts of typical student writing, or they may be stand-alone items (not based on a passage).

The sample test question focuses on use of the case of a pronoun used as the object of a preposition. The question reflects a common student error, using the subjective rather than the objective case with a compound object of a preposition. Students should understand that the correct choice is D because it is the only one that would be used if the object were simple rather than compound (i.e., “for her”).

Strand Writing Conventions**Standard 10.1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.**

CAHSEE test questions in this standard require students to understand the methods commonly used for in-text reference—quotations, citations, and paraphrasing. Students will be asked to recognize correct punctuation for incorporating previously published material in text, as well as the conventions of in-text citation. Students may also be asked to identify a missing part in a manuscript, e.g., title page, page numbers, student name, or date. Test questions may be based on passages that represent rough drafts of typical student writing, or they may be stand-alone items (not based on a passage).

The Writing Applications Strand

To demonstrate achievement in this CAHSEE strand, students must successfully respond to two on-demand writing tasks. The first task is a response to a reading passage, either literary or informational. Students are asked to analyze the passage and write a text-based response. The CAHSEE 4-point Response to Literary/Expository Text Scoring Guide, which is based on the Writing Applications content standards, is used to score these questions. This scoring guide is reprinted in Appendix A of this guide.

The second writing task on the CAHSEE is a response to a writing prompt. Students are asked to write a response based on their own knowledge and viewpoints about a given topic. The CAHSEE 4-point Response to Writing Prompt Scoring Guide, which is based on the Writing Applications content standards, is used to score these questions. This scoring guide is reprinted in Appendix A of this guide.

All student essays written for the CAHSEE are scored by two trained scorers who use the rubric to assign a score of 1, 2, 3, or 4. If the two scorers give different but adjacent scores (e.g., a 3 and a 4), the student's final score is an average of the two scores. If the two scorers give different and nonadjacent scores (e.g., a 2 and a 4), a Scoring Leader reads the essay and assigns the score. Papers receive NS (No Score) if they are blank, off-topic, illegible, unintelligible, or written in a language other than English.

The following pages discuss the four content standards in the Writing Applications Strand on the CAHSEE. Included are annotated sample student responses for three released CAHSEE writing tasks: response to literature, expository essay, and persuasive essay.

Strand	Writing Applications
Standard	10.2.1 Write biographical narratives <ol style="list-style-type: none"> Relate a sequence of events and communicate the significance of the events to the audience. Locate scenes and incidents in specific places. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings. Pace the presentation of actions to accommodate changes in time and mood. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.

The CAHSEE writing tasks for this standard require students to write a biographical narrative. Students are not given autobiographical narrative tasks to ensure that test questions addressing this standard are consistent with California Education Code section 60614, which prohibits questions that solicit or invite disclosure of a pupil's or his or her parents' or guardians' personal beliefs or practices. Students will not be given a short story task because it may be an unfamiliar task for many high school students.

Stand-alone constructed-response writing tasks are used to assess this standard. The student responses to the prompts are scored according to a specific guide developed from the 4-point CAHSEE Scoring Guide for writing prompts, reprinted in Appendix A of this guide.

Strand	Writing Applications	In the story “The Hiking Trip,” the reader learns about the main character, Jeff. Jeff’s personality and emotions are revealed through the actions and dialog presented in the story.
Standard	10.2.2	Write an essay in which you describe the personality and emotions of Jeff, the main character. How do his personal characteristics add to the events in the story? How does the author reveal this information about Jeff in the story? Use details and examples from the story to support your ideas.
Write responses to literature.		
a. Demonstrate a comprehensive grasp of the significant ideas of literary works.		
b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.		
c. Demonstrate awareness of the author’s use of stylistic devices and an appreciation of the effects created.		
d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.		

The CAHSEE writing tasks for this standard are passage-based constructed-response prompts. Literary or informational passages may be used as the basis for the questions, and each prompt directs students to use information from the passage in the response. The student responses to the tasks are scored according to a specific guide developed from the 4-point CAHSEE Scoring Guide for responses to literary or expository text, reprinted in Appendix A of this guide.

Test questions addressing this standard are consistent with California Education Code section 60614, which prohibits questions that solicit or invite disclosure of a pupil’s or his or her parents’ or guardians’ personal beliefs or practices.

This prompt is based on the passage “The Hiking Trip,” which is reproduced in Appendix C of this guide. The prompt is related to two of the Literary Response and Analysis standards: 10.3.4, which requires students to analyze the text to determine what a character is like and 10.3.3, which requires students to understand how character affects the plot. Accurate and complete responses illustrate a thorough grasp of the text and summarize Jeff’s personality and emotions, with use of specific evidence from the text. Four-point responses also describe the ways that Jeff’s character affects the events of the story, incorporating specific references to the text.

Students were given the following checklist, along with the prompt, to aid them in writing a response.

Checklist for Your Writing

The following checklist will help you do your best work. Make sure you:

- ☐ **Carefully read the reading passage and the description of the task.**
- ☐ **Organize your writing with a strong introduction, body, and conclusion.**
- ☐ **Use specific details and examples from the passage to demonstrate your understanding of the main ideas and the author's purpose.**
- ☐ **Use precise language that is appropriate for your audience and purpose.**
- ☐ **Vary your sentences to make your writing interesting to read.**
- ☐ **Check for mistakes in grammar, spelling, punctuation, capitalization, and sentence formation.**

The following pages provide a sample student essay at each of the four score points, with commentary and rationale for the given score. The student responses have been typed with the students' own content, grammar, spelling, capitalization, and spelling.

4

Score Point 4 Student Response

Commentary

In the story "The Hiking Trip" Jeff had to hike down a canyon and go get help for his brother Mark. Jeff is courageous and loving, and his true character is revealed by his actions.

The author gradually reveals Jeff's bravery through his actions and his decision to save Mark. At first, Jeff is afraid of hiking down the canyon alone. The father tells Jeff to have courage and Jeff exclaims that he doesn't want it. The father also tells Jeff to have enough love for his brother to save him. Even though he is afraid and doesn't want to hike down the canyon, Jeff does it anyways. He does it to try to save his brother. This point in the story shows Jeff's love for his brother and his determination to save him.

This is the turning point in the story. If Jeff had not made the decision to hike down the canyon alone the outcome of the story may be entirely different. Jeff's bravery, love, and perserverance played an enormous role in this story. Without them he may have never tried or been able to save Mark.

This story shows how someone can overcome their own fears to help others. Jeff was an example of unselfishness, bravery, and courage. His character traits caused him to do what was right and they (his character traits) may have been the deciding point of his action and later on the outcomes of his story.

In this response, the writer addresses all parts of the writing task, which include describing Jeff's personality and emotions, identifying the way the author reveals Jeff's personality, and relating Jeff's personality to the plot. The response also illustrates a comprehensive grasp of the text.

The first paragraph of the response summarizes the main action of the story and states the thesis, that Jeff is courageous and loving and that his "true character is revealed by his actions."

Next, the writer gives more detail about the main action of the story, using evidence from the text to show how Jeff's actions reveal his courage and love. Specific references to the text are included (e.g., "the father also tells Jeff to have enough love for his brother to save him").

In the third paragraph, the writer focuses on the relationship between Jeff's personality and the plot, identifying the turning point in the story as Jeff's decision to go for help alone and tying this decision to Jeff's love and determination: "Without them he may have never tried or been able to save Mark."

The use of precise language and a variety of sentence types add to the success of this essay. There are only a few errors in the conventions of written English within this response, and they are generally first-draft in nature. Overall, this essay is a sample of a 4-point response.

3

Score Point 3 Student Response

To understand who Jeff is, you have to realize what he has to go through in the story. In the beginning, Jeff is afraid to hike and doesn't want to have the courage to climb the mountain. After Jeff's dad says, "If not courage, fine. Then have enough love for your brother," Jeff realizes that he has to do it to save his brother's life. He becomes determined to find help. He thinks about how badly his brother needs medical attention.

Jeff becomes so determined to get help, he begins to climb faster and faster until he passes up his dad. He says to himself "Can't stop, Mark's in big trouble." This shows how his love for his brother has substituted for the courage that he did want to have. Do you think that his love for his brother gives him the courage or the will to climb the mountain and get help for Mark.

Hours later after Mark is rescued, Jeff wakes up but doesn't know what had happened. His father tells him that he's a hero and that he saved his brothers life. He had pushed himself to the limits trying to get help for Mark. His love for Mark had given him the will, the determination, and the courage to get over his fear and climb the mountain for help.

Commentary

In this response, the writer explicitly or implicitly addresses all parts of the writing task and shows a good grasp of the text.

The first paragraph of the response summarizes the main action of the story and suggests the thesis that is later expressed in the final paragraph—that Jeff has determination, courage, and love. The second paragraph summarizes events in the story to show that the author uses the events to reveal Jeff's character, although this connection is not explicitly stated. The final paragraph sums up Jeff's role in the plot: "His father tells him that he's a hero and that he saved his brothers life." Again, this relationship is not explicitly stated.

The response represents a 3-point paper because it addresses all parts of the writing task and shows a good grasp of the story. Also, it makes specific references to the text (e.g., "Can't stop, Mark's in big trouble"). However, it lacks the purposeful control of organization and explicit statement of ideas that characterize a 4-point paper. The observations about Jeff's personality are structured by the story line rather than directed by the writer. The paper also illustrates an inconsistent sense of audience, as shown by the direct address to the reader in the first and second paragraphs.

There are only a few errors in the conventions of written English within this response, but they do not interfere with the meaning. Overall, this essay is a sample of a 3-point response.

2

Score Point 2 Student Response

Jeff, the main character shows much of his personality and emotions. He is an understanding and motivating person. He knows what strength he has but he doesn't know how to use it. Although Jeff has many fears and knows he must overcome them to save his brother. His father knows his sons power, but its Jeff who doesn't realize his own. Jeff doesn't have self confidence of self will. His emotions in the story change. He starts off as a boy who doesn't believe in himself, to a boy who's emotions completely change under the circumstances. He must save his brother in order know if he really has inner power inside of him. This was the test. His personal characteristics add to the event of the story by making it more intense. The more intense the better the story. He adds problem to the story line and a resolution He doubts his own strength but he ends up winning.

Commentary

In this response, the writer addresses some parts of the writing task and demonstrates a limited understanding of the main elements of the story. The response begins with three very general statements about Jeff's personality. Then the writer begins to focus on a potential thesis that could be supported by textual evidence: "Although Jeff has many fears and knows he must overcome them to save his brother." This statement also shows the writer's grasp of important ideas within the text. As the response continues, the statement that Jeff must overcome his fears receives additional development with the assertion that Jeff's emotions "completely change under the circumstances." However, these ideas receive no additional development through the use of textual evidence.

The final sentences of the response begin to address the relationship between Jeff's personality and the plot: "His personal characteristics add to the event of the story by making it more intense." One of these sentences uses the vocabulary of plot analysis ("He adds problem to the story line and a resolution") but provides little actual analysis.

The lack of a clear thesis statement and the failure to develop ideas by using evidence from the text are characteristic of a 2-point paper. The response also fails to demonstrate a purposeful control over organization. There is some variety in sentence structure, but there are several errors in the conventions of written English. Overall, this essay is an example of a 2-point response.

1

Score Point 1 Student Response

This story tells about a boy who has doesn't want to go on a trip with his father and learn more about hiking but then, when he gets their he realizes the important thing that is about hiking. His father was really understanding and motovating, one of the things Jeff new it was important to learn hiking was for what happened to his father the accident he had, he knew it was important cause he know what to do during an accident.

Commentary

This response begins to address the writing task in its opening statement: "This story tells about a boy who has doesn't want to go on a trip with his father." However, there is little understanding of the main elements of the story; the response continues by implying that the primary issue is the value of hiking and that Jeff's father (not his brother) has had an accident.

The failure to demonstrate a grasp of the text, the lack of a main idea, the failure to develop ideas using evidence from the text, and the serious errors in the conventions of written English make this a 1-point response.

Strand Writing Applications

Standard 10.2.3

Write expository compositions, including analytical essays and research reports.

- a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.**
- b. Convey information and ideas from primary and secondary sources accurately and coherently.**
- c. Make distinctions between the relative value and significance of specific data, facts, and ideas.**
- d. ~~Include visual aids by~~
~~—employing appropriate~~
~~—technology to organize and~~
~~—record information on charts,~~
~~—maps, and graphs.~~**
- e. Anticipate and address readers' potential misunderstandings, biases, and expectations.**
- f. Use technical terms and notations accurately.**

By the time students enter high school, they have learned about many moments in history that have influenced our world today. Think about a moment in history you studied and consider its importance.

Write a composition in which you discuss a moment in history. Share its importance in today's world. Be sure to support the moment with details and examples.

The CAHSEE writing tasks for this standard are either stand-alone or passage-based constructed-response writing prompts. For passage-based questions, literary or informational passages may be used, and the questions will direct students to use information from the passage in their responses. Both kinds of questions are consistent with California Education Code section 60614, which prohibits questions that solicit or invite disclosure of a pupil's or his or her parents' or guardians' personal beliefs or practices. The student responses to the tasks are scored according to a specific guide developed from the 4-point CAHSEE Scoring Guide for either literary responses or writing prompts. Both of these scoring guides are reprinted in Appendix A of this guide.

The sample writing task requires students to identify and discuss a moment in history. Four-point responses establish a thesis about the importance of that moment to the world

today and support the thesis with specific evidence, including facts and ideas. Four-point responses also address readers' potential misunderstandings, bias, and expectations.

Students were given the following checklist, along with the prompt, to aid them in writing a response.

Checklist for Your Writing

The following checklist will help you do your best work. Make sure you:

- ☐ **Read the description of the task carefully.**
- ☐ **Use specific details and examples to fully support your ideas.**
- ☐ **Organize your writing with a strong introduction, body, and conclusion.**
- ☐ **Choose specific words that are appropriate for your audience and purpose.**
- ☐ **Vary your sentences to make your writing interesting to read.**
- ☐ **Check for mistakes in grammar, spelling, punctuation, and sentence formation.**

The following pages provide a sample student essay at each of the four score points, with commentary and rationale for the given score. The student responses have been typed with the students' own content, grammar, spelling, capitalization, and spelling.

4

Score Point 4 Student Response

While thinking about a moment in history that has influenced our world today, many events come to mind. But an event that seems prominent is not an event at all, but rather a time period and the accomplishments that took place within it, the Industrial Revolution.

Having learned about the Industrial era just recently a few aspects remain vivid in my mind, such as the many new inventions that served to make our lives easier. The steam engine was developed allowing cities to form in locations other than near water sources, as things had been previously. Once inside those cities, people all came together working in factories which was much more efficient.

Through the factory system, goods were produced at a much faster rate, requiring less work so prices were less. Different social classes could afford items causing a change in social structure. Women and children began working stirring up awareness and laws about labor. Unions were formed as a result as well as more organized forms of education. Every aspect of life changed within this time period including advances in medicine, communications, and the way we manufacture today. The moments throughout the Industrial Revolution hold so much importance, they brought us to the way our world is today.

Commentary

In this response, the writer address all parts of the writing task, which is to discuss a moment in history and share its importance in the world today. The writer provides a meaningful thesis that suggests that the events that took place during the Industrial Revolution have influenced our world today. This statement is followed with purposefully organized support to illustrate just why this period in history was so influential.

In the second paragraph, the writer discusses how the steam engine positively affected the growth of cities and how factories grew in the cities.

An additional discussion on the factory system is developed in the third paragraph. The writer provides thoughtful support through the use of specific details to illustrate the effects that factories had on people. More detail is included to show how the existence of factories helped create unions, causing a "change in social structure."

As the essay comes to a close, the writer provides more detail about the Industrial Revolution to connect its positive effect on how it "brought us to the way our world is today."

The variety of sentence types and the use of precise, descriptive language all add to the success of this essay. There are only a few errors in the conventions of written English within this response, and they are generally first-draft in nature. Overall, this essay is a sample of a 4-point response.

3

Score Point 3 Student Response

One of the most important days in history so far is the day that man set foot on the moon. This was not only important in U.S. history, but it was important to everywhere else in the world too. This amazing achievement showed Americans that they can do anything they want, if they try hard enough, and it showed other countries how great we really are.

The day that man set foot on the moon was a very exciting day. A lot of people didn't believe that it really happened because it was so amazing. But when everyone realized that it really happened, it gave them the courage to strive for their goals and achieve them.

For years before man stepped on the moon, other countries had been trying to and were unsuccessful. But, America was able to. This made the other countries have so much more respect for us.

Today's space missions can be traced directly to the success of the moon landing. When man set foot on the moon, it was honestly one of the most important days in history because of what took place as a result of it.

Commentary

In this response to the writing prompt, the writer discusses "the day that man set foot on the moon." The thesis expresses the idea that this event was an amazing achievement that affected both Americans and the rest of the world and that it proved that "Americans . . . can do anything they want if they try hard enough . . ."

The thesis is supported in an organized manner with details and examples. In the second paragraph, the writer concludes that the event was responsible for giving people the "courage to strive for their goals and achieve them." In the third paragraph, the writer suggests that other countries respect the United States for having sent men to walk on the moon.

The writer concludes with the idea that setting foot on the moon was "one of the most important days in history . . ."

The writer addresses all parts of the task through discussion of what the event was and how it affected the world today. The details and examples used to support the thesis are more general than in a 4-point response, but they successfully support the thesis.

The use of a variety of sentences along with a general sense of audience is evident throughout the essay. There are a few errors in the conventions of written English, but they do not interfere with the reader's understanding. Overall, this essay is a sample of a 3-point response.

2

**Score Point 2
Student Response**

A moment in history that I had studied was when Ben Franklin discovered electricity. Electricity is important today, we use it for a lot of stuff. If he did not discover electricity, we probably wouldn't have a lot of stuff that we have now like lights, heat, air conditioning and a lot other things. He could have gotten electrocuted trying to discover it. So it is a good thing that he had find it out. Without electricity we can" do a lot of stuff we do now. We would have to use candles for light or just day light

Commentary

In this response to the writing prompt, the writer discusses Ben Franklin's discovery in a very limited manner. No explanation is provided about the event itself. The writer provides only a few details to support the idea that "electricity is important today . . ." Through the use of basic, predictable language, the idea that "we probably wouldn't have a lot of stuff that we have now . . ." is suggested. The language used to support this idea is limited to the word "stuff" that appears three times in this short paragraph.

There is little variety at the sentence level, and there are several errors in the conventions of written English. The overall word choice and lack of development illustrate a limited sense of audience. This essay exemplifies the criteria for a 2-point response.

1

Score Point 1 Student Response

We studied about all kind of stuff in History. Every thing we stuyed in History I learned Something know eveyday. History is go because you get to learn about all kinds of knew things aboutat whats going on In this world.

Commentary

In this response to the writing prompt, the writer provides no thesis related to the prompt beyond the idea that “we studied all kind of stuff in History.” No attempt is made to discuss an event in history.

The ideas presented are no more than a brief discussion on the value of learning history. They are expressed with a lack of control at both the sentence and the language level. There are errors in the conventions of written English in each of the three sentences written in the 1-point response.

Strand	Writing Applications	Some students at your school have expressed an interest in making the school more attractive by getting rid of the trash on the school grounds.
Standard	10.2.4	
Write persuasive compositions.		Write a persuasive essay for your school paper in which you convince the readers of the importance of getting rid of the trash and making the school more attractive. Convince your readers through the use of specific reasons and examples.
a. Structure ideas and arguments in a sustained and logical fashion.		
b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).		
c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.		
d. Address readers' concerns, counterclaims, biases, and expectations.		
e Use technical terms and notations accurately.		

Stand-alone writing tasks are used to assess this standard. The student responses to these prompts are scored according to a specific guide developed from the 4-point CAHSEE Scoring Guide for writing prompts, reprinted in Appendix A of this guide.

The tasks addressing this standard are consistent with California Education Code section 60614, which prohibits items that solicit or invite disclosure of a pupil's or his or her parents' or guardians' personal beliefs or practices.

This prompt asks students to state and defend a position with regard to the importance of getting rid of trash at school. Many successful papers also discuss ways to reduce the amount of trash, but the main focus of the prompt should be reasons that getting rid of trash is desirable. Four-point papers develop a persuasive essay as described in standard

10.2.4 above, using relevant evidence and anticipating readers' concerns and counterclaims.

Students were given the following checklist, along with the prompt, to aid them in writing a response.

Checklist for Your Writing

The following checklist will help you do your best work. Make sure you:

- ☐ Read the description of the task carefully.
- ☐ Organize your writing with a strong introduction, body, and conclusion.
- ☐ State your position, support it with specific examples, and address the reader's concerns.
- ☐ Use words that are appropriate for your audience and purpose.
- ☐ Vary your sentences to make your writing interesting to read.
- ☐ Check for mistakes in grammar, spelling, punctuation, capitalization, and sentence formation.

The following pages provide a sample student essay at each of the four score points, with commentary and rationale for the given score. The student responses have been typed with the students' own content, grammar, spelling, capitalization, and spelling.

4

Score Point 4 Student Response

Commentary

Would you enjoy taking your classes at the city dump? Trash is not beautiful. It is a well-known fact that students learn better when they're in a clean environment. To be more attractive, trash on our school grounds must be picked up. The importance of picking up trash is to beautify our campus and make our school a healthier place to learn.

In this response, the writer addresses all parts of the persuasive writing task: stating a position about the importance of cleaning up trash, defending the position with evidence, and anticipating the reader's concerns. The first paragraph gives the writer's position ("trash on our school grounds must be picked up") and then gives two reasons that picking up trash is very

We want our campus to be attractive and clean, right? When rival schools come to compete against us, we don't want them going home criticizing us because of our campus. We don't want our mascot become a rat or a pig in their eyes. We want to keep our campus clean to show that we're not slobs and are educated enough to pick up our own garbage.

Who would want to eat lunch inside a dumpster? Or exercise in a gym that smells like rotten eggs and spoiled milk? We need a campus that will make it easier and healthier to learn. Would essays show the student's best if they brainstormed ideas while looking out the window at old food, used bandaids, empty soda cans and gum wrappers? The way this campus looks influences the way we perform in our classrooms. To get the maximum quality work done, we need clean and sanitary workspaces.

In conclusion, picking up any trash around school will be beneficial to everybody, especially us. If you see a piece of paper blowin around stop it with your foot and bend down, pick it up, then throw it away. There's no reason why our campus needs to be anything other than attractive. With everyone's help, it can be attractive and provide a better learning atmosphere.

important ("to beautify our campus and make our school a healthier place to learn"). These two ideas become the focus for the rest of the essay.

The writer uses the questions that open each of the next two paragraphs to anticipate objections to cleaning up trash, thereby addressing the reader's potential concerns. The second paragraph provides several images to support the argument that a more attractive campus would provide specific benefits (e.g., "We don't want our mascot to become a rat or a pig in their [rival schools'] eyes"). Although the third paragraph provides little detail about the health aspects of the argument, it does use specific details to develop the concept that a clean environment is conducive to learning. The essay provides a strong conclusion that not only restates the writer's position but also extends the argument with a call to action: "If you see a piece of paper blowin around, stop it with your foot and bend down, pick it up, then throw it away".

The essay demonstrates the control of organization that is required for a 4-point paper, and the stated position is developed with details. Although there is a misplaced modifier ("To be more attractive, trash . . ."), and a few additional errors in conventions, overall the writer demonstrates control of conventions. The essay also uses a variety of sentence types and precise, descriptive language. Overall, this essay is a sample of a 4-point response.

3

Score Point 3 Student Response

Nobody would like it if people stopped picking up trash and let our school become filled with trash. It is very important to keep our school clean to provide an appropriate learning environment. If everyone would help out our school would look more attractive.

A clean school campus would offer a nicer and appropriate learning environment. A dirty school makes it harder to concentrate on school work. If trash covered the campus students might be looking out classroom windows for what awaits them after class and wondering why someone is not cleaning it up. A clean school would help the students concentrate so grades might raise not only making the school look better on the outside but academically as well.

No one enjoys being in a dirty environment. Before school, snack, lunch, and after school would be much less enjoyable to both the students and faculty if our campus was dirty. People do not like eating in trash filled lunch areas and so there would be more students leaving school permitted or not for lunch. Basically, students and teachers would not be able to stand being in a dirty environment during school hours.

In conclusion living environments are kept clean and so it is equally important to keep learning environments clean as well. Both the students and faculty spend large portions of their days here so to make school a little better and more attractive our school needs to be kept clean. It would be easy if everyone just did their part.

Commentary

In this response to the writing prompt, the writer begins with a paragraph that states three positions about picking up trash—that “Nobody would like” a school “filled with trash,” that a clean school provides “an appropriate learning environment,” and that a clean school would “look more attractive.” The paragraphs that follow discuss each of these ideas.

The second paragraph of the essay focuses on the learning environment, explaining that students can concentrate better if there is no trash on campus. The third paragraph addresses the idea that “no one enjoys being in a dirty environment.” The final paragraph restates the idea that the school could look more attractive if everyone helped.

In general, the paper defends the three positions with some details and examples, but the development is not as thoughtful or thorough as that in a 4-point paper. In the third paragraph, for example, each sentence restates the topic sentence and adds only a few additional details.

The paper addresses readers’ concerns and expectations in a general way by stating that “Nobody would like it if people stopped picking up trash” and “No one enjoys being in a dirty environment,” and thus a general sense of audience is evident throughout the essay.

There are a few errors in the conventions of written English, but they do not interfere with the reader’s understanding. Overall, this essay is an example of a 3-point response to this writing task.

2

Score Point 2 Student Response

The importance of getting rid of garbage on school camps is very important. The importance of getting rid of the garbage is makeing are school look nice, giving less work for the teachers and janitors to do. Another reason it is important because if I don't look oke people are going to think that it isn't a good school.

I think that this a good subject to write on because the trash on school campus is terrible. School campuses have alot of garbage because people don't care about throwing there trash away. But people need to think more reasonsivly because they are destroying the earth if they do not pick up there garbage. So people from now on when you have garbage don't throw it on the ground throw it in the garbage can.

Another reason it is important for people not to litter because this where we live and we don't need to destroy where we live. Pluse what would other people come to our school meaning the district office people think of us if we just left our trash all over the ground that would make us look bad.

Commentary

In this response to the writing prompt, the writer begins by stating three reasons that picking up trash is important: "makeing are school look nice," "giving less work for the teachers and janitors to do," and preventing people from thinking "that it isn't a good school."

Although the paper states these positions with some authority, it fails to support them in the paragraphs that follow. The second paragraph focuses on a new, although related, topic, that people should pick up their trash to avoid destroying the earth. The third paragraph moves from the idea that trash destroys the earth to the idea that it destroys "where we live." This paragraph also contains an attempt to develop the third position in the opening paragraph, that having trash around suggests that this isn't a good school: "if we just left our trash all over the ground that would make us look bad."

This essay provides little or no support for its thesis, shows little control over organization, and demonstrates an inconsistent tone and focus. It also fails to anticipate readers' concerns. These factors, in addition to the lack of control over the conventions of written English, particularly spelling, make this essay an example of a 2-point response.

1

Score Point 1 Student Response

It would be a good idea to clean up our envirement, maybe if there was more trash cans well you could make our schlool cleaner if just everybody picked up on thing our schlool would not be 3/4ths clean that's how bad our mess has gotten to who wants to attend a school that's now for the trash and ants and roaches etc. No one does that's why we should clean our school & our great reward in the end a clean & safe and healthy envirement and school.

Commentary

In this response to the writing prompt, the writer begins with the position that cleaning up the environment is a good idea. This statement is followed by two suggestions—that there could be more trash cans and that everyone should help pick up trash. Another topic follows, which is a description of the extent of the trash problem at school, and then the final sentence of the response reaffirms that cleaning up trash will have beneficial results.

This response offers several ideas related to the topic but fails to support these ideas with details or examples. In addition, the response lacks consistency of focus and fails to demonstrate a control of organization. The serious errors in the conventions of written English, particularly in sentence boundaries, interfere with the reader's understanding of the essay and result in a score of 1.

Section 5

Thinking About the ELA Strands in the Classroom

Reading

Strand 1.0: Word Analysis, Fluency, and Systematic Vocabulary Development

Description

Skills addressed in this strand are basic to the development of fluent readers. Students must start building strategies to identify words and their meanings as they begin developing their reading skills and continue strengthening and extending those strategies as they become fluent readers. Students should have the opportunity to study the origins, derivations, and use of words over time in different types of text. Independent reading is the primary means of increasing vocabulary development, and ongoing opportunities to read are essential.

Students who are not reading at a sufficient level to achieve grade level and/or course expectations may need intensive decoding instruction. The ability to recognize synonyms, antonyms, idioms, and words with multiple meanings is a fundamental skill required for comprehending text. Knowledge of affixes and roots, and their meanings and origins, should be limited to elements that are common and useful. A dictionary and a thesaurus should be used to identify related words and concepts.

Teachers should target specific vocabulary words to be learned and explain why they are important. Students should be held accountable for the content of what they read and important vocabulary words used in assigned text.

Importance

Students who have not acquired fluency in reading will not have the essential knowledge and skills to address the subject-matter content in subject areas across the curriculum. Beyond their English courses, students must be able to decipher and understand a body of information as it relates to the subject being taught (e.g., history, science, and mathematics).

Since the best tool for vocabulary development is independent reading, it is necessary to plan time for this type of activity. Students who have learned how to use context cues and historical clues, along with dictionaries and thesauruses, will be able to use these strategies during independent reading. This type of practice reinforces foundational skills, builds confidence, and motivates students to read a broader range of topics.

Expectation

Students should be able to:

- Clarify word meanings through definitions, examples, restatements, and contrasts
- Use a dictionary and a thesaurus to determine related words and meanings
- Understand the meanings of unfamiliar words through context cues
- Recognize that knowledge of root words can lead to the meaning of many other words (e.g., solar, solstice, solarium)
- Recognize word derivations because of their knowledge of Greek, Roman, and Norse mythology
- Distinguish between what the words say and the implied meaning of the words
- Know the importance of reviewing all work in vocabulary study
- Read aloud with grade-appropriate fluency and accuracy

Strand 2.0 Reading Comprehension (Focus on Informational Materials)**Description**

Reading comprehension is more than recognizing and sounding out words on a page. It is the ability to gain meaning from print and understand text. The CAHSEE is designed to assess how well students comprehend what they are reading at a literal level (getting the facts), inferential level (making some interpretations), and applied level (going beyond the material). The focus is on how well students can comprehend and analyze informational materials, not just literary works. Informational materials are expository rather than narrative and require students to use specific strategies to construct meaning.

Importance

Reading is a complex process that requires an integration of skills and knowledge. The ultimate goal of reading is comprehension, and skillful readers have the skills, knowledge, and strategies to understand narrative and informational text. Students can be taught the strategies needed to improve their comprehension of difficult texts. Much of the expository reading in high school is found in textbooks and readings assigned in classes across the curriculum; therefore, responsibility for improving reading comprehension of informational materials needs to be shared by teachers in all disciplines.

Skillful readers know how and when to use reading strategies. They know how to select and organize information, use their own prior knowledge, and generate questions about the text according to their reading purposes. Students should be expected to develop critical-thinking skills such as synthesizing the content from a variety of sources, paraphrasing ideas and connecting them to other sources, and extending their ideas in primary and secondary sources through analysis, evaluation, and elaboration. In grades 9 and 10, students should also be able to analyze the structural elements of workplace documents (e.g., business letters, memos, minutes, warranties, contracts, and procedural manuals) and produce bibliographies of reference materials. Much of the reading done in

high school and in the workplace is expository. It is essential for students to be able to understand and use informational materials to succeed in today's technological and competitive world.

Expectation

Skillful readers:

- Have a high degree of rapid and automatic word recognition
- Become actively involved in the reading
- Have an ongoing internal dialogue with the text
- Make predictions about what they are reading
- Relate prior knowledge to the topic they are reading
- Read with specific purposes
- Apply appropriate decoding and analysis for comprehension strategies when necessary

To successfully analyze the structural features of informational materials, students should be able to:

- Understand the features and functions (e.g., fonts, italics, underlining, type size, graphics, table of contents, headings and subheadings) of workplace documents. Workplace documents include, but are not limited to, business letters, memos, minutes, and procedural manuals
- Analyze the structure and format of expository and functional workplace documents and explain how authors use various structures (e.g., internal organizational patterns: sequences, listing, compare-contrast, cause-effect, problem-solution, and prepositional support structures) to achieve their purposes
- Prepare a bibliography for a report and identify the elements (e.g., title and publication date) necessary to complete the citation

To successfully analyze the content of informational materials, students should be able to:

- Synthesize the content from several sources on a single issue from writings by a single author (e.g., identify main ideas and important details from several sources)
- Paraphrase the important information and ideas and connect them to other sources
- Identify the difference between primary and secondary sources
- Extend ideas presented in primary or secondary sources through analysis, evaluation, and elaboration
- Consider the types of problems researchers would have if one or more elements were missing from a citation or reference

Strand 3.0 Literary Response and Analysis

Description

The literary response and analysis strand is one that is traditionally the most familiar to English teachers at the secondary level. Literary text includes, but is not limited to, novels, short stories, essays, poetry, and plays. Although students learn about the elements of literature in earlier grades, students in grades 9 and 10 are expected to understand literary elements in depth. The CAHSEE is designed to assess how well students understand the characteristics and purposes of the major genres in literature as well as how they use their understanding of literary elements to analyze and respond to what they are reading. Students need to spend time reading high quality literature inside and outside of the classroom. In grades 9 and 10, students are expected to read independently about one and one-half million words annually. Independent reading can significantly improve students' reading comprehension.

Importance

The goal for teaching literary response and analysis goes beyond having students define literary terms. The goal is to have students understand and use those terms to analyze, interpret, and evaluate the literary piece. Students need guided practice to analyze elements such as:

- Characters, interactions among characters, and interactions between characters and plot
- Time and sequence (e.g., foreshadowing and flashbacks)
- Comparison of universal themes in several works
- Literary elements such as figurative language, allegory, and symbolism
- Ambiguities, contradictions, and ironies in text
- Voice, persona, and point of view

Analyzing and responding to literary works are skills that require explicit instructional strategies. This content strand offers insight into how well students are progressing in developing these skills.

Expectation

Students should be able to:

- Analyze relationships between the purposes and characteristics of different forms of dramatic and other kinds of literature
- Determine characters' traits by what they characters say or do
- Analyze interactions between what main and subordinate characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy
- Compare works that express a universal theme
- Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in text
- Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text

- Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author
- Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism

Writing

Strand 1.0 Writing Strategies

Description

A strategy is a plan or procedure for achieving some end, and in the case of this writing strand, the end is a coherent and focused essay. The CAHSEE is designed to assess how well students are able to use learned strategies to write essays that convey clear and distinctive perspectives on a subject, present a reasoned argument, and maintain a consistent tone and focus.

Importance

When students write, they put together facts and ideas and create something new. By grades 9 and 10, students should be able to create multi-paragraph essays using a variety of effective and coherent organizational patterns. Additionally, students are expected to know how to document support of statements and assertions from the text in a polished and sophisticated way. Writing is a skill that can be learned, and this strand offers a window on how well a student is progressing in developing this skill.

Expectation

Students should be able to:

- Guide the reader through the essay by providing:
 - A subject and focus
 - A thesis that lets the reader know clearly what the single, generalized statement is that drives the entire essay
 - Paragraphing or chunking that helps the reader know when a sequence of related sentences begins and ends. The use of paragraphs signals a reader when to stop holding a meaning in suspension
 - Transitions or bridges that connect paragraphs and sentences that help the reader anticipate how the next paragraph or sentence will affect the meaning of what has just been read
- Ensure that their writing “flows”—that ideas and information hang together with no major gaps, holes, or sidesteps
- “Labor” over their work. Elaboration has the word “labor” in it for good reason. Good writing is full of carefully chosen specific details, precise language, action verbs, and sensory details
- Provide appropriate evidence that synthesizes information from multiple sources and employs strategies for developing generalizations

Strand 1.0 Written and Oral English Language Conventions

Description

The standards in this strand are mostly a continuation of standards from earlier grade levels. Students are expected to apply their command of writing conventions as they compose increasingly more complex and sophisticated text.

Importance

As a piece of writing enters the final stages of the writing process, students must focus attention on eliminating errors with the eye of a critical reader. Recognizing errors in writing is an important skill to be learned. The most difficult task is editing for the types of errors or stylistic problems that may become habitual in a student's writing. This strand focuses on the attention that is needed to identify and correct common errors in a student's work.

Expectation

Students should be able to show control of:

- Sentence and paragraph structure, including main and subordinate clauses, phrases, parallel structure, consistency of verb tenses, and placement of modifiers
- Punctuation, including semicolons, colons, ellipses, and hyphens
- Grammar, usage, diction, and syntax
- Spelling

Strand 2.0 Writing Applications

Description

Students are expected to apply the general strategies of organization, focus, and revision to create specific genres or structures that are sophisticated and complex. Students should be adept at composing narrative, expository, and persuasive types of writing.

Importance

Essays are often assigned, especially in English and social science classes, as a way to find out what a student has learned and, more importantly, how a student uses what he or she has learned. Teachers assign essays to make sure a student can sort through a large body of information, identify what is important or significant, and think critically and analytically about a subject. It is essential to master this skill because over the course of an educational career, students will be asked to demonstrate that they have the communication skills necessary for success in today's competitive world.

Expectation

Students should be able to write four types of essays that are addressed on the CAHSEE:

- Biographical narratives
- Responses to literature
- Expository compositions
- Persuasive compositions

Each of these types is described in the following table.

Biographical Narratives – Standard 2.1

The purpose of narrative as a type of writing is to present an action or series of actions in such a way that the reader has a sense of being present at that time and in that place. Narrative describes what happened but also may describe how and why it happened. Unlike fictional narrative, historical or biographical narrative must deal with factual events. In a successful narrative, the events are presented in a logical arrangement that makes the writer's intention clear. Although narration may be an end in itself, it can also be used as evidence in support of other modes of writing such as exposition or persuasion.

Responses to Literature – Standard 2.2

The main goal of responding to literature is to demonstrate a thoughtful comprehension of a literary passage or an expository text. The writer skillfully expresses an idea about a text and supports it with textual evidence. Connections are made between the main idea of the text, the writer's viewpoint, and the author's style. The most successful responses to literature or text are supported with textual references and clearly address the ambiguities, nuances, and complexities within the text. These responses illustrate a clear, comprehensive grasp of the main idea of the text and extend beyond what is present in the text with original ideas and connections.

Expository Compositions – Standard 2.3

The main goal of expository writing is to inform. The writer skillfully produces a thesis and supports it with relevant evidence to provide the reader with knowledge that answers the "who, what, where, why, or how" of a subject. Connections are made between the thesis and primary and secondary sources to support assertions and to enhance the reader's understanding of the subject. The most successful expository essays provide the reader with new knowledge. Clear and interesting information is shared through a confident and authoritative voice, showing the reader that the writer is knowledgeable about the topic.

Persuasive Compositions – Standard 2.4

The main goal of persuasive writing is to convince. The writer skillfully states and defends a position about a topic and supports it with relevant evidence to provide the reader with a convincing argument. Support is given to each claim to persuade the reader of the validity of the writer's position on the topic. The most successful persuasive essays provide the reader with convincing evidence. Clear and persuasive support is shared through a confident and authoritative voice, showing the reader that the writer is knowledgeable about the topic.

Section 6

Suggested Process for Using the CAHSEE to Increase Student Achievement

The suggested process for using the CAHSEE to increase student achievement is multi-factored. The process requires a thorough understanding of the CAHSEE and the reported results. It also requires an extensive review of the state content standards for English language arts and an analysis of where schools and departments are in the full implementation of standards-based instruction and assessment.

Process Organization

The review process calls for teachers to work individually or as group within English departments and as an expanded group with representatives across the academic curriculum. A recommended organizational structure to complete this process would be to schedule a planning meeting with all members of the English department and department chairs of other major curricular areas. The purpose would be to:

- Review the proposed process and timeline
- Tailor the process to address the unique needs of school staff and students
- Identify roles for individual teachers and/or departments across the curriculum

Steps early in the process call for English language arts teachers to work together. English language arts teachers and representatives from other content areas (department chairs and/or other representatives), however, need to come together to complete the analysis and planning process (steps six and seven below). It is recommended that the process include teachers at grades 9 and 10 at least.

Materials Needed for the Process

The following materials should be available to complete the process for using the CAHSEE to increase student achievement:

- CAHSEE Teacher Guide
- CAHSEE released test questions
- Individual and school reports of results for the most recent CAHSEE administration
- CAHSEE blueprint for English language arts (Appendix B of the Teacher Guide)
- *English Language Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve*
- *Reading-Language Arts Framework for California Public Schools: Kindergarten Through Grade Twelve*
- School and class data related to individual and group achievement in English language arts and local curriculum

Suggested Seven-Step Process

Step One

Present an overview of the CAHSEE results to develop an understanding of the purpose and requirements of the exam and the scores that are reported. A list of suggested process questions is provided in Appendix D to facilitate discussion and/or reflection.

To accomplish step one:

- Review the Questions and Answers for Teachers in this Teacher Guide (Section 2).
- Review individual and school reports for the most recent CAHSEE administration. Identify the types of reports and information provided: (1) on the Student and Parent Report and (2) on the School Report.

Suggested Activity for Analyzing English Language Arts Content Standards

- Look at English language arts standards that are addressed on the CAHSEE
- Underline the primary noun(s) and verb(s) in the standard.
- Identify the essential elements of the standards.

Example:

Standard 2.4 (Reading Comprehension)

Synthesize the content from several sources or works by a single author dealing with a single issue: Paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.

Essential elements:

Synthesize content; paraphrase and connect ideas.

Question:

What are students expected to know and to do?

This activity can be used individually or in a group.

- Discuss the scores provided for the individual and group reports, what these scores mean, and their intended uses.

Step Two

Analyze the English language arts content standards addressed on the CAHSEE by strands to identify the knowledge and skills students should be taught to achieve those standards.

A list of suggested process questions is provided in Appendix D to facilitate discussion and/or reflection.

To accomplish step two:

- Review the released test questions from the CAHSEE in English language arts and cluster them by strand.
- Identify the standards addressed on the CAHSEE.
- Analyze each standard addressed on the CAHSEE to identify the essential elements. See Section 5 of this Teacher Guide and use the suggested activity on this page.

Step Three

Have English language arts teachers individually analyze how and when students are addressing identified English language arts content standards in their classes and compile results. A list of suggested process questions is provided in Appendix D to facilitate discussion and/or reflection.

To accomplish step three:

- Review the discussion and outcomes of step two.
- Review the instructional goals, strategies, and activities to determine when, where, and how standards are introduced, reviewed, and reinforced.
- Identify the quality of responses expected from the students.
- Note the criteria and types of assessment(s) used to evaluate student responses.
- Prepare a summary of compiled data to share with other English language arts teachers.

Step Four

Have English language arts teachers as a group use their individual analyses to review their curriculum and classroom instruction for alignment to the state content standards. A list of suggested process questions is provided in Appendix D to facilitate discussion and/or reflection.

To accomplish step four:

- Share results of the teachers' individual analyses of classroom instruction and use this analysis to develop a profile of the instructional program for English language arts.
- Using the developed profile, determine which standards appear to have heavy emphasis or receive little emphasis in the English language arts curriculum (use the *School Curriculum Alignment to State Content Standards* worksheet in Appendix D).
- Develop an agreement on the quality of work or responses that should be expected from students to meet the standards.
- Identify where students, regardless of their schedule or instructional program, have opportunities to learn and apply the English language arts standards.
- Determine what changes, if any, are needed in the curriculum and/or instructional program to ensure that English learners and students with disabilities have opportunities to learn and apply the standards.

Step Five

Review the current year's results for English language arts to identify areas of strength and areas that need improvement in the English language arts curriculum. A list of suggested process questions is provided in Appendix D to facilitate discussion and/or reflection.

To accomplish step five:

- Review the individual and group results in English language arts for the current year.
- Compare these results with other achievement data about individual students and the school.
- Identify areas of strength and areas that need improvement, as indicated by the data.
- Determine areas that are stronger in the group results than they are for some individual students.
- Discuss how and where modifications in the curriculum and/or instructional program could be made to meet identified individual and/or school learning needs.

Step Six

Have English language arts teachers meet with teachers in departments for other subject areas to review the English language arts standards and identify how and when they could reinforce reading and writing skills in their classroom instruction and assignments. A list of suggested process questions is provided in Appendix D to facilitate discussion and/or reflection.

To accomplish step six:

- Summarize the outcomes of step five and discuss curriculum and instructional areas that need reinforcement.
- Discuss how students currently are asked to apply reading and writing skills in the curriculum and instructional programs for other subject areas.
- Determine how and where instructional activities in other subject areas could be modified to help reinforce identified English language arts knowledge and skills that need to be addressed to increase student achievement, as identified in the CAHSEE test results.

Teachers in departments for subject areas other than English language arts may want to review the standards for their content areas prior to this session and bring copies of the standards with them.

Step Seven

Begin program planning and implementation (curriculum, classroom instruction, and assessments process), based on the outcomes of steps two through six. Bring together English language arts teachers and department chairs and/or representatives from other subject areas to help formulate strategies and timelines.

Review of CAHSEE Writing Tasks, Scoring Rubrics, and Sample Student Work with Commentary for Each Score Point (1 – 4)

- What did the task require students to do?
- What writing application skills did students need to use to successfully accomplish the task?
- What changes would need to occur in the sample student work (at score points 1 through 3) to improve the writing sufficiently to qualify it for at least one score point higher than it received?

To accomplish step seven:

- Review key outcomes of steps two through six.
 - Use key outcomes to help develop or modify school and classroom plans to increase student achievement in English language arts.
 - In the plan, identify where, when, and how all students will have multiple opportunities to learn, review, and practice identified English language arts standards.
-
- Determine how and when student responses and/or work will be evaluated to monitor progress and identify steps for special instructional assistance for students as needed.
 - Have teachers use the *Suggested Teacher Planning Guide for Designing Standards-based Instruction* in Appendix D to develop or modify classroom activities that address identified content standards.

Appendix A – CAHSEE Scoring Guides

Response to Literary/Expository Text

4 The response —

- demonstrates a *thoughtful*, comprehensive grasp of the text.
- accurately and coherently provides *specific* textual details and examples to support the thesis and main ideas.
- demonstrates a *clear* understanding of the ambiguities, nuances, and complexities of the text.
- provides a *variety* of sentence types and uses *precise, descriptive* language.
- contains *few, if any, errors* in the conventions of the English language. (Errors are generally first-draft in nature.)*

Response to informational passages:

- *thoughtfully* anticipates and addresses the reader's potential misunderstandings, biases, and expectations.

Response to literary passages:

- clearly demonstrates an awareness of the author's use of literary and/or stylistic devices.

3 The response —

- demonstrates a comprehensive grasp of the text.
- accurately and coherently provides *general* textual details and examples to support the thesis and main ideas.
- demonstrates a *general* understanding of the ambiguities, nuances, and complexities of the text.
- provides a *variety* of sentence types and uses *some descriptive* language.
- may contain *some errors* in the conventions of the English language. (Errors do not interfere with the reader's understanding of the essay.)*

Response to informational passages:

- anticipates and addresses the reader's potential misunderstandings, biases, and expectations.

Response to literary passages:

- demonstrates an awareness of the author's use of literary and/or stylistic devices.

2 The response —

- demonstrates a *limited* grasp of the text.
- provides *few, if any*, textual details and examples to support the thesis and main ideas.
- demonstrates *limited, or no* understanding of the ambiguities, nuances, and complexities of the text.
- provides *few, if any*, types of sentences and uses *basic, predictable* language.
- may contain *several errors* in the conventions of the English language. (Errors may interfere with the reader's understanding of the essay.)*

Response to informational passages:

- *may* address the reader's potential misunderstandings, biases, and expectations, but in a limited manner.

Response to literary passages:

- *may* demonstrate an awareness of the author's use of literary and/or stylistic devices.

1 The response —

- demonstrates *little, if any*, comprehensive grasp of the text.
- may provide *no* textual details and examples to support the thesis and main ideas.
- may demonstrate *no* understanding of the ambiguities, nuances, and complexities of the text.
- may provide *no* sentence variety and uses *limited* vocabulary.
- may contain *serious errors* in the conventions of the English language. (Errors interfere with the reader's understanding of the essay.)*

Response to informational passages:

- does *not* address the reader's potential misunderstandings, biases, and expectations.

Response to literary passages:

- does *not* demonstrate awareness of the author's use of literary and/or stylistic devices.

non-scorable

B = Blank **L** = Written in a language other than English **T** = Off-topic **I** = Illegible/Unintelligible

* *Conventions of the English language refer to grammar, punctuation, spelling, capitalization, and usage.*

Appendix A – CAHSEE Scoring Guides Response to Writing Prompt

4 The essay —

- *clearly* addresses all parts of the writing task.
- provides a *meaningful* thesis, demonstrates a consistent tone and focus, and illustrates a *purposeful* control of organization.
- *thoughtfully* supports the thesis and main ideas with *specific* details and examples.
- provides a *variety* of sentence types and uses *precise, descriptive* language.
- demonstrates a *clear* sense of audience.
- contains *few, if any, errors* in the conventions of the English language. (Errors are generally first-draft in nature.)*

A Persuasive Composition:

- states and maintains a position, *authoritatively* defends that position with precise and relevant evidence and *convincingly* addresses the reader's concerns, biases, and expectations.

3 The essay —

- addresses all parts of the writing task.
- provides a thesis, demonstrates a consistent tone and focus, and illustrates a control of organization.
- supports the thesis and main ideas with details and examples.
- provides a *variety* of sentence types and uses *some descriptive* language.
- demonstrates a *general* sense of audience.
- may contain *some errors* in the conventions of the English language. (Errors do **not** interfere with the reader's understanding of the essay.)*

A Persuasive Composition:

- states and maintains a position, *generally* defends that position with precise and relevant evidence and addresses the reader's concerns, biases, and expectations.

2 The essay —

- addresses *only parts* of the writing task.
- *may* provide a thesis, demonstrates an *inconsistent* tone and focus and illustrates *little, if any*, control of organization.
- *may* support the thesis and main ideas with *limited, if any*, details and/or examples.
- provides *few, if any*, types of sentence types, and *basic, predictable* language.
- demonstrates *little or no* sense of audience.
- may contain *several errors* in the conventions of the English language. (Errors **may** interfere with the reader's understanding of the essay.)*

A Persuasive Composition:

- defends a position with *little* evidence and *may* address the reader's concerns, biases, and expectations.

1 The essay may be too short to evaluate or —

- addresses *only one part* of the writing task.
- *may* provide a *weak, if any*, thesis; demonstrates *little or no* consistency of tone and focus; and illustrates *little or no* control of organization.
- *fails* to support ideas with details and/or examples.
- may provide *no* sentence variety and uses *limited* vocabulary.
- may demonstrate *no* sense of audience.
- may contain *serious errors* in the conventions of the English language. (Errors interfere with the reader's understanding of the essay.)*

A Persuasive Composition:

- *fails* to defend a position with any evidence and *fails* to address the reader's concerns, biases, and expectations.

non-scorable

B = Blank **L** = Written in a language other than English **T** = Off-topic **I** = Illegible/Unintelligible

* *Conventions of the English language refer to grammar, punctuation, spelling, capitalization, and usage.*

Appendix B

CAHSEE English Language Arts Blueprint*

California Content Standard	Number and Type of Items
Reading (Grades Nine and Ten with two standards from Grade Eight as noted*)	58 Multiple-choice Items Total
1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.	10 Multiple-choice Items
1.1 Vocabulary and Concept Development: identify and use the literal and figurative meanings of words and understand word derivations.	6
1.2 Vocabulary and Concept Development: distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.	4
1.3 Vocabulary and Concept Development: identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word <i>narcissistic</i> drawn from the myth of Narcissus and Echo).	0
2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in <i>Recommended Readings in Literature, Grades Nine Through Twelve (1990)</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, online information. In grades nine and ten, students make substantial progress toward this goal.	24 Multiple-choice Items
8.2.1 Structural Features of Informational Materials: compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).*	1
2.1 Structural Features of Informational Materials: analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.	3
2.2 Structural Features of Informational Materials: prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.	2
2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: generate relevant questions about readings on issues that can be researched.	2
2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.	3
2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.	3
2.6 Comprehension and Analysis of Grade-Level-Appropriate Text: demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and access guides in World Wide Web sites on the Internet).	0
2.7 Expository Critique: critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.	3
2.8 Expository Critique: evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).	7

✦ Eighth grade content standard

* Approved by the State Board of Education on December 7, 2000

CAHSEE English Language Arts Blueprint*

California Content Standard	Number and Type of Items
3.0 LITERARY RESPONSE AND ANALYSIS: Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in <i>Recommended Literature, Grades Nine Through Twelve</i> illustrate the quality and complexity of the materials to be read by students.	24 Multiple-choice Items
3.1 Structural Features of Literature: articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).	2
3.2 Structural Features of Literature: compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.	0
3.3 Narrative Analysis of Grade-Level-Appropriate Text: analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.	2
3.4 Narrative Analysis of Grade-Level-Appropriate Text: determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.	2
3.5 Narrative Analysis of Grade-Level-Appropriate Text: compare works that express a universal theme and provide evidence to support the ideas expressed in each work	4
3.6 Narrative Analysis of Grade-Level-Appropriate Text: analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).	2
3.7 Narrative Analysis of Grade-Level-Appropriate Text: recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.	2
3.8 Narrative Analysis of Grade-Level-Appropriate Text: interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.	2
3.9 Narrative Analysis of Grade-Level-Appropriate Text: explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.	2
3.10 Narrative Analysis of Grade-Level-Appropriate Text: identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.	2
8.3.7 Literary Criticism: analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach) ✦	4 Items that assess the three approaches will be rotated across test forms.
3.11 Literary Criticism: evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic Approach)	
3.12 Literary Criticism: analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical Approach)	

✦ Eighth grade content standard

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CAHSEE English Language Arts Blueprint*

California Content Standard	Number and Type of Items
Writing (Grades Nine and Ten)	24 Multiple-choice Items Total
1.0 WRITING STRATEGIES: Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.	11 Multiple-choice Items
1.1 Organization and Focus: establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.	2
1.2 Organization and Focus: use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.	3
1.3 Research and Technology: use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.	1
1.4 Research and Technology: develop the main ideas within the body of the composition through supportive evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).	1
1.5 Research and Technology: synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).	1
1.6 Research and Technology: integrate quotations and citations into written text while maintaining the flow of ideas.	1
1.7 Research and Technology: use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., the <i>Modern Language Association Handbook</i> , <i>The Chicago Manual of Style</i>).	0
1.8 Research and Technology: design and publish documents by using advanced publishing software and graphic programs.	0
1.9 Evaluation and Revision: revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.	2

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CAHSEE English Language Arts Blueprint*

California Content Standard	Number and Type of Items
WRITING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS) Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.	2 Constructed-Response Items
2.1 Write biographical or autobiographical narratives or short stories: <ul style="list-style-type: none"> a. Relate a sequence of events and communicate the significance of the events to the audience. b. Locate scenes and incidents in specific places. c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings. d. Pace the presentation of actions to accommodate changes in time and mood. e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details. 	√
2.2 Write responses to literature: <ul style="list-style-type: none"> a. Demonstrate a comprehensive grasp of the significant ideas of literary works. b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works. c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created. d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. 	√
2.3 Write expository compositions, including analytical essays and research reports. <ul style="list-style-type: none"> a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives. b. Convey information and ideas from primary and secondary sources accurately and coherently. c. Make distinctions between the relative value and significance of specific data, facts, and ideas. d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs. e. Anticipate and address readers' potential misunderstandings, biases, and expectations. f. Use technical terms and notations accurately. 	√
2.3 Write persuasive compositions. <ul style="list-style-type: none"> a. Structure ideas and arguments in a sustained and logical fashion. b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning. d. Address readers' concerns, counterclaims, biases, and expectations. 	√
2.5 Write business letters. <ul style="list-style-type: none"> a. Provide clear and purposeful information and address the intended audience appropriately. b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients. c. Highlight central ideas or images. d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact. 	

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CAHSEE English Language Arts Blueprint*

California Content Standard	Number and Type of Items
2.6 Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting): <ul style="list-style-type: none"> a. Report information and convey ideas logically and correctly. b. Offer detailed and accurate specifications. c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide). d. Anticipate readers' problems, mistakes, and misunderstandings. 	
1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions.	13 Multiple-choice Items
1.1 Grammar and Mechanics of Writing: identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semi-colons, colons, ellipses, hyphens)	4
1.2 Grammar and Mechanics of Writing: understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses)	4
1.3 Grammar and Mechanics of Writing: demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax	4
1.4 Manuscript Form: produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization	0
1.5 Manuscript Form: reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations	1
TOTAL	82 Multiple-choice Items; 2 constructed-response items

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Appendix C

Passages for Sample Items

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A Word in the Hand

It might have been destiny that left Marco waiting in the library for his sister. Whatever it was, Marco waited impatiently, tapping his fingers on the table until a librarian gave him a warning glance. He tapped his foot until the librarian sent another cautionary glance his way. Marco stood up, stretched, yawned, and viewed the stacks of books, the shelves of books, the books in every direction, books as far as the eye could see. He picked one randomly off the shelf: *Everyday Quotations and Proverbs*. Marco thumbed through the pages, a little bored. To be honest, Marco wasn't much of a reader. He didn't mind reading, but it just wasn't his favorite thing to do.

A line caught his eye. It was a quotation he had heard before, a million times at least, something his mom said to him all the time. This quotation was from the sixteenth century, was over 400 years old, and was still kicking around today. Marco read on. The more he read, the more he found that sounded familiar. He moved a stack of magazines off a chair and sat down, still reading. He found a saying to fit every situation and every occasion. There were proverbs that offered instruction on everything, from loaning money to

friends (not a good idea, according to the wisdom of the ages) to making excuses. Marco kept reading.

When his sister finally showed up, Marco didn't even notice. Alicia practically had to shout to get him to look up. Then she was the one who had to wait, somewhat impatiently, while Marco applied for and received a library card so he could check out the book and take it home.

"Come on," said Alicia. "Hurry up. Mom said to make sure we got home in time for dinner."

"Haste makes waste," said Marco calmly as he got into the car and put the key in the ignition.

"What's wrong with you?" Alicia wanted to know.

Marco pointed to the book that lay on the console between them. "Knowledge is power."

"You're crazy," she said.

"Birds of a feather flock together."

“Whatever. All I know is that if we’re late for dinner, Mom’s going to be mad.”

“A soft answer turns away wrath.”

Alicia’s only response was to gape at Marco, her mouth slightly open.

Marco himself was surprised by the proverbs popping out of his mouth. The sayings had taken on a life of their own.

At dinner, Marco declined a serving of green beans.

“Marco, you need to eat some vegetables,” said his mother.

“Waste not, want not,” Marco replied.

When Marco’s mother asked him what was new, Marco shrugged and said that there was nothing new under the sun. When Marco’s father said that he had hired a new assistant, Marco nodded in approval and said that a new broom swept clean and that two heads were better than one. When his mother said that she had gotten stuck in the development phase of a new project, Marco said sympathetically, “Back to the drawing board.” As an afterthought, he cautioned that if she wanted anything done right, she would have to do it herself. Alicia mentioned that she had snagged her favorite sweater on the sharp corner of a desk. Marco told her there was no use in crying over spilt milk. Alicia looked at him as if

she had never seen him before. “Be quiet, please.” Her tone was anything but polite.

“It takes two to make a quarrel,” Marco instructed her.

“I guess it only takes one to act like an idiot,” his sister replied. “Stop it!”

“Familiarity breeds contempt,” said Marco sadly. “Let’s forgive and forget.”

“Marco,” his father said sternly, “discretion is the better part of valor.”

“That’s right,” said his mother in her strictest voice.

“Besides, this is all Greek to me!”

Both of his parents started laughing.

“Laughter is the best medicine,” said Marco.

“Oh, well,” said Alicia, relenting. “Better to be happy than wise.”

“Good one,” said Marco, surprised.

Alicia smiled. “If you can’t beat them, join them.”

On Becoming a Falconer



Falconry, an ancient sport popular in the days of medieval royalty and jousting tournaments, is still practiced by dedicated enthusiasts around the world. Falconers work with predatory birds ranging from expert fliers, like the peregrine falcon, to less spectacular hawks, such as the redtail. Regardless of the species, training is the most important part of falconry. But it can be frustrating; so, you must be very patient.

The first step in training your falcon is to establish her trust in you. Initially, the falcon won't allow you near—she will “bate,” or beat her wings wildly, as you approach. But gradually you will coax her to fly to you by offering food. The proud and cautious bird will be reluctant to fly to your hand, but she will want the food there and she will move back and forth on her perch, stamping her feet. Suddenly she will leave

her perch. She may land on your hand and bate off right away, frightened by her own bravery at first. Sooner or later, however, she will return to feed, and that will be her first careful step toward accepting you.

Why do falconers love this sport? To understand falconry, you must understand the special nature of the bond that forms between the falconer and the bird. The wild behavior and skills of the falcon are treasured by the falconer. The reward in working with a trained falcon is the companionship of a creature that can choose at any time to disappear over the horizon forever. You can join the honored tradition of falconers if you have patience and respect for wild creatures.

A Brain Divided

Human beings have only one stomach, one heart, and one brain . . . right? Not exactly. The cerebral cortex, the most advanced part of the brain, might be thought of as two structures, connected by a band of fibers called the corpus callosum. Each structure, or hemisphere, performs different tasks and is responsible for different functions.

The right side of the body is controlled by the left hemisphere of the cortex, and vice versa. Thus, the hand movements of right-handed people are controlled by the left hemisphere and those of left-handed people by the right hemisphere. Similarly, everything perceived on the right is processed by the left hemisphere. Whatever is received in one hemisphere is quickly transmitted to the other across the corpus callosum. Thus, we see a single visual world rather than two half-worlds.

The two hemispheres not only control opposite sides of the body, but also seem to differ in function. The left hemisphere is apparently responsible for language and logical thought. The right hemisphere seems to be concerned more with spatial relations, perception, and fantasy.

How do scientists know all this? In some pioneering experiments, researchers have studied the behavior of patients who have had their corpus callosum severed

through surgery. This operation, sometimes performed on patients with severe epilepsy, prevents seizures from traveling across both hemispheres. It also produces a split brain, with each hemisphere functioning more or less independently.

In the everyday world, people with split brains function with little difficulty. This is because full communication between the two parts of the brain is not necessary in most processes. For instance, split-brain subjects can see what a normal person does by moving their eyes so that both hemispheres perceive an image. In some situations, however, the effects of split-brain surgery can be quite dramatic.

In one experiment, researcher Roger Sperry (who won a Nobel Prize for his work) flashed the word “heart” across the center of a screen. The “he” was shown to the left part of the visual field, the “art” to the right. When asked to say what they had seen, the subjects answered, “art.” This is because speech is controlled by the left hemisphere, where the “art” was processed. However, when they were told to point with the left hand to one of the two cards—“he” or “art”—to identify what they had just seen, the subjects always chose the card with “he.” In this case, the right hemisphere—which controls the left side of the body—prevailed.

It would be a mistake to assume that all language involves only the left hemisphere or that all spatial relations engage only the right. When a brain is damaged on one side, as in the case of a brain stroke, the other side frequently takes over and does its work. Neither hemisphere has exclusive control over any one task.

“A Brain Divided” from *Psychology: Its Principles and Application*, Eighth Edition, by T.L. Engle and Louis Snellgrove, copyright © 1984 by Harcourt, Inc. Reprinted by permission of the publisher.

Read the following passage and answer questions 1 through 9.

A Day Away

By Maya Angelou

Most people today know Maya Angelou as one of America's most important poets. One of her stories, "Georgia, Georgia," was the first story by an African-American woman to be made into a television movie. Angelou also wrote the screenplay for the movie *All Day Long* and even directed it. The variety, quality, and passion of her work continue to inspire people today.



We often think that our affairs, great or small, must be tended continuously and in detail, or our world will disintegrate, and we will lose our places in the universe. That is not true, or if it is true, then our situations were so temporary that they would have collapsed anyway.

Once a year or so I give myself a day away. On the eve of my day of absence, I begin to unwrap the bonds which hold me in harness. I inform housemates, my family and close friends that I will not be reachable for twenty-four hours; then I disengage the telephone. I turn the radio dial to an all-music station, preferably one which plays the soothing golden oldies. I sit for at least an hour in a very hot tub; then I lay out my clothes in preparation for my morning escape, and knowing that nothing will disturb me, I sleep the sleep of the just.

On the morning I wake naturally, for I will have set no clock, nor informed my body timepiece when it should alarm. I dress in comfortable shoes and casual clothes and leave my house going no place. If I am living in a city, I wander streets, window-shop, or gaze at buildings. I enter and leave public parks, libraries, the lobbies of skyscrapers, and movie houses. I stay in no place for very long.

On the getaway day I try for amnesia. I do not want to know my name, where I live, or how many dire responsibilities rest on my shoulders. I detest encountering even the closest friend, for then I am reminded of who I am, and the circumstances of my life, which I want to forget for a while.

Every person needs to take one day away. A day in which one consciously separates the past from the future. Jobs, family, employers, and friends can exist one day without any one of us, and if our egos permit us to confess, they could exist eternally in our absence.

Each person deserves a day away in which no problems are confronted, no solutions searched for. Each of us needs to withdraw from the cares which will not withdraw from us. We need hours of aimless wandering or spaces of time sitting on park benches, observing the mysterious world of ants and the canopy of treetops.

If we step away for a time, we are not, as many may think and some will accuse, being irresponsible, but rather we are preparing ourselves to more ably perform our duties and discharge our obligations.

When I return home, I am always surprised to find some questions I sought to evade had been answered and some entanglements I had hoped to flee had become unraveled in my absence.

A day away acts as a spring tonic. It can dispel rancor, transform indecision, and renew the spirit.

From *WOULDN'T TAKE NOTHING FOR MY JOURNEY NOW* by Maya Angelou, copyright © 1993 by Maya Angelou. Used by permission of Random House, Inc.

HOW TO CHOOSE A PASSWORD

Passwords are commonly used today to restrict access to personal possessions or privileged information. Passwords consist of a unique sequence of characters—letters, numbers, and symbols—required to access personal banking information, automated teller machines, secure buildings and businesses, computer networks, certain Web sites, e-mail, and more. Passwords are much like keys. Each password is different, and only the correct one allows the right of entry. It should be something unusual enough that the wrong person could not decipher it just by knowing you.



Before you can choose a password, however, you must know the types of passwords required. First find out if all letters must be lowercase or if upper- and lowercase are both acceptable. Should the password consist of letters or numbers only, or are special characters permissible? What is the minimum and maximum length allowed?

Now you are ready to think of an appropriate password. Your password should be something you can easily remember but something impossible for anyone else to decode or guess. We will discuss poor options first, so you will know what to avoid. Poor choices include names of people, family or fictional characters, common sequences such as QWERTY on the keyboard or 789456123 on the numeric keypad, or *any* word that appears in a dictionary. Other inappropriate choices include your telephone number or birth date. Do not use your middle name, mother's maiden name, your street name, or any other familiar name or number in reverse order.

The best way to choose a password that is hard to crack, yet easy to remember, is to select something memorable from your past. It could be the name of your grandparents' dog when you were 5 (*tippy5*) or the name of your math teacher in room 118 (*118-Thompson*). You could form a string of characters using the first letter of each word in a phrase or saying that makes sense to you. For example, your mother might say, "The sun is shining—So am I." A password derived from this saying might be (*TsisSaI*) or (*Tsis-SaI*).

Once you have created a good password, keep it safe. Do not store it in a computer or leave a handwritten copy where others might see it. You could put the number in your address book in a disguised form. It is not likely that anyone who found Ted Williams, 35 N. Sheldon Ave. in your address book would know it contains your password (TW35NSA).

It is best to have different passwords for each system. If you have used the same password for your bike lock and your access code to the Internet, would you be willing to loan your bike and lock to a schoolmate?

Since unauthorized access to sensitive information could open the door for an unscrupulous individual to access or even tamper with your personal records, as well as those of other people on the system, it is wise to change your passwords frequently. Some authorities suggest changing passwords every three months.

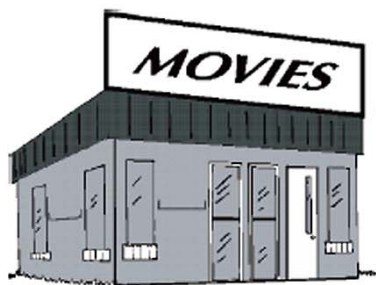
BAD PASSWORDS:

782-8973 (phone number)
Butch (nickname)
LittleBoPeep (storybook character)
12-11-86 (birth date)
dejavu (foreign phrase)
leahcim (name spelled backwards)
QQQQQQ (repeated letter)
XyzXyzXyz (repeated pattern of letters)

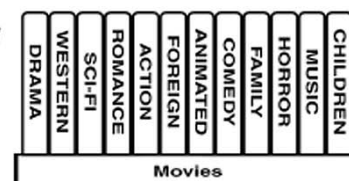
GOOD PASSWORDS:

NYTXvincent (best friend in first grade preceded by state of birth and current state of residence)
delygd (first letters of coach's favorite saying: Don't ever let your guard down.)
ofcmgr98 (mother's abbreviated job title - Office Manager - in 1998)

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Main Street Movies Employee Manual: Organizing Videos



In order to help customers find what they want quickly and to keep track of inventory, it's important to keep the thousands of titles in the Main Street Movies store organized properly. This section of the *Employee Manual* will tell you how to organize videos so that customers will always be able to find them. It will also help you familiarize yourself with the store layout, so that you can help a customer find a particular film or a particular genre of film.

Each Main Street Movies store has three main sections:

1. New Releases Wall
2. Film Library
3. Video Games

New Releases Wall. Almost 70 percent of movie rentals are new releases, and that is the first place that most customers go when they enter the store. The center

section of shelves on this wall holds **Hottest Hits**.

When new titles come into the store (about 40 per month), place them on this wall in alphabetical order.

After 30 days, move the Hottest Hits titles to the shelves on either side, again in alphabetical order. The shelves flanking Hottest Hits are called **Recent Releases**. Titles stay on the Recent Releases shelves eight to ten months before being moved to Film Library shelves. The New Releases Wall, including the Hottest Hits and Recent Releases shelves, holds about 350 titles.

Film Library. The thousands of titles in the Film Library are organized into categories (genres). The films within each category are displayed alphabetically. Here are the categories and their two-letter computer codes:

AC	Action	FA	Family	SC	Science Fiction
CH	Children	FL	Foreign Language*	SI	Special Interest
CL	Classics	FO	Foreign	WE	Western
CO	Comedy	HO	Horror		
DR	Drama	MU	Music		

*Foreign Language titles include films that were originally made in a foreign language, films that have been dubbed into a foreign language, and films with foreign language subtitles. A sticker on the back of each box specifies which type of film it is.

Special Interest includes these sub-categories:

AN	Animation	IN	Instruction	SP	Sports
DO	Documentaries	RE	Religion	TR	Travel
EX	Exercise				

Video Games. Main Street Movies carries games for Super Nintendo, Sony Play Station, and Nintendo 64 game systems. Games for all three systems are arranged together, in alphabetical order.

Although video games represent only a small percentage of our inventory, they are shoplifted more often than any other type of merchandise in our store. Therefore, video games are *never* displayed on the shelves. Shelves in the Video Game section of Main

Street Movies hold cardboard plaques with pictures and information about each game. When a customer wants to rent a particular game, he or she will bring you the plaque. You then retrieve the game from the locked case behind the counter, rent it to the customer, and file the cardboard plaque in the "Video Game Rentals" box. When the game is returned, put the plaque back on the appropriate shelf so that it is available for another customer.



Staff Responsibilities

Greeter

Your job as restaurant greeter requires that you greet every guest graciously and promptly. Upon greeting our early Sunset diners*, be sure to provide them with the regular dinner menu as well as the special Sunset menu. In addition, every evening the chef posts daily specials on the chalkboard at the entrance. Be sure to remind the customers of those dishes too, although those are not eligible for the early Sunset dinner price. (Diners who are seated after the early Sunset period should not receive the special Sunset menu.)

You will be working with a team of three additional members: the person who sets the table and provides the water and place settings (in some restaurants referred to as the busboy or busgirl), the waiter/waitress who actually takes each order to the exact specification of each diner, and the cashier who will accept the diners' payments upon their way out the door after dining. Your job is to ensure that the diners feel welcomed, informed, and served pleasantly in every possible way. For example, if their coats are draped across the back of their chairs, creating a potential floor hazard, please suggest that you would be happy to hang them in the closet at the rear of the restaurant.

Our goal is satisfied, happy customers who will return to visit us again and will recommend our establishment to their friends. Each employee plays an important role in ensuring that our goal is met. If you smile, greet diners pleasantly, seat them as soon as possible, and provide them with the full range of dinner options, you should have every reason to believe that you have done your job well.

When customers have been unhappy in the past with the quality of service by the person who filled your position, it was generally because of one of the following reasons:

- Customers were left standing in the foyer as the entry greeter continued a personal phone call, ignoring them.
- Customers were not told of their eligibility or ineligibility for the early Sunset dinner.
- Customers' seating preferences were not honored.

* Early Sunset definition: a choice from one of five set-price, three-course meals available to diners seated before 6:00 PM, Monday through Friday. Note: One of those choices is always vegetarian.

Pro and Con on Vitamin Supplements



Pro: The Key to a Long and Healthy Life

No medical breakthrough means so much, to so many people, as the discovery of the role of nutrition in human health and longevity. Numerous scientific studies have shown that specific nutrients hold the key to a strong heart and cardiovascular system, a healthy immune system, a normal nervous system, and more. They can help prevent cancer, loss of memory and vision, physical and mental defects in newborns, and degeneration in seniors. Vitamins and minerals are essential to the healthy function of every system within our bodies; without them we would not have the energy to perform even the simplest daily task. Perhaps the most important part of any healthy diet, therefore, is a nutritional supplement. The simple “vitamin”—a comprehensive formula of high-quality, high-potency

vitamins and minerals—is a sure source of nutrition that can lead to better health, a longer life, and a better quality of life for years to come.

Those who recommend against a daily supplement, relying on a balanced diet instead, are unrealistic and uninformed. Few people consume the right amounts or types of foods to meet the recommended daily intake of vitamins and minerals. To get a full day’s supply of calcium, for example, you’d have to consume 1 cup of milk, PLUS 1 cup of chopped broccoli, PLUS one cup of navy beans, PLUS one cup of plain yogurt, PLUS four ounces of canned pink salmon.

The U.S. Department of Agriculture’s (USDA’s) Food Guide Pyramid recommends eating 2-3 servings each of meats and dairy products, 2-4 servings of fruits, 3-5 servings of vegetables, and 6-11 servings of breads, cereals, rice, and other grains every day. Most people don’t meet those guidelines. Some groups in particular, such as senior citizens, find it hard to squeeze that many servings into their daily diets. In a special food guide pyramid modified to address the needs of older Americans, the Tufts University USDA Human Nutrition Research Center specifically recommends supplements of calcium, vitamin D, and vitamin B12—

vitamins many older adults find difficult to get in adequate amounts from food alone.

Even people who get the recommended number of servings may not get the nutrition they expect. In this world of fast and processed food, little nutritive value is left in the food we eat. On top of that, many essential nutrients, such as vitamin C and the energy-producing B vitamins, are water-soluble. Because they are not stored in the body, adequate amounts must be consumed every single day. A supplement is like nutritional insurance. It fills the nutritional gap between the foods you eat and the amount you need. But even if you could meet the recommended daily values for every nutrient every day,

would that be enough for vibrant good health? Probably not. Scientific studies show that some vitamins and minerals can fight the aging process and strengthen your immune system—but only at levels far higher than the recommended daily value. Only through supplementation can you regularly and reliably get the high potencies needed for optimal good health.

Today, good nutrition is as close as the grocery store shelf. Help yourself to a daily vitamin and mineral supplement, and help yourself to improved health and longevity.



Con: Danger in Disguise

Today, we know that the role of vitamins and minerals goes well beyond the prevention of deficiency diseases, such as scurvy, to actually preventing cancer and heart disease, the most fearsome and ferocious killers of our time. With this knowledge has come the widespread call for nutritional supplementation—and a confusing array

of vitamin, mineral, and herbal supplements lining the supermarket shelves.

Far from contributing to better health, however, nutritional supplements threaten to turn a scientific breakthrough into a nutritional disaster.

Promoters of vitamins and minerals—especially the antioxidant vitamins A, C, and E—would have consumers believe that the little vitamin pill in the bottle is all they need for good health. Take your vitamins in the morning, and you're covered. It's okay to eat fast food for the rest of the day or skip meals to achieve today's fashionably skinny look. But vitamins and minerals are only one part of the nutritional puzzle. A diet rich in fiber and balanced in carbohydrates and

protein is essential for good health. You can't get these things from a nutritional supplement. The focus on vitamin and mineral supplements may actually be robbing us of the full nutrition we seek.

And no supplement can compare to the quality of nutrition found in natural sources. For example, our bodies convert carotenes from plant foods into vitamin A. Many supplements contain a single carotene, beta-carotene. Natural sources are rich in many different carotenes, many of which are much more potent antioxidants than beta-carotene. Many supplements contain a synthetic form of vitamin E, when natural vitamin E is more readily absorbed and used by the body. And science is still discovering the wealth of nutrients in foods, including oligomeric proanthocyanidins (OPCs) found in grapes. These antioxidants are up to 50 times more powerful than vitamin E and are efficiently used by the body.

You'd be hard-pressed to find a supplement as nutritionally comprehensive and potent as a balanced diet. Even if you could, you'd pay much more than if you got the same nutritional value from natural sources.

But perhaps the greatest danger presented by nutritional supplements comes from the very real risks presented by self-medication. Anyone can walk into the market and buy as many different supplements as desired. The reported benefits of high dosages of certain nutrients have led some people to believe that the more the better. Many take several vitamin and mineral supplements

without regard to total intake or possible interactions.

High-dose supplements of vitamin A can cause toxicity, leading to bone fractures, joint pain, liver failure, and other significant symptoms. Excess vitamin D can result in kidney damage. Too much vitamin K can interfere with anti-clotting medications. Because these fat-soluble vitamins can be stored in the body, where excess amounts can build up to dangerous levels, experts recommend supplementation only with a doctor's supervision.

Surprising new research suggests that vitamin C pills may speed up hardening of the arteries, the underlying cause of heart attacks and strokes. Researchers said their findings support the recommendations of health organizations, which urge people to avoid high doses of supplements and to get their nutrients from food instead.

As appealing as they're made to sound, nutritional supplements are danger in disguise. If you're looking for good health, don't look on the supplement shelves of your supermarket. Look in the produce section instead.



Write something.

“Huh?”

Write something.

“Ugh.”

My ninth grade teacher was telling me to write something about what I had just read, and my mind was gazing out across greener pastures. I was staring at the football field, through my high school English class’s window, daydreaming about what “pearls of wisdom” I should transcribe to my notebook paper, when all I really wanted to do was “to act.”

When I was a kid, and I read a book, all I could do was picture the book as a movie. And, naturally, I was the star. (Ah, to see my name in lights!) Indeed, all my life, I have thought cinematically. When I walk into a room, my immediate thoughts are how would this look on the big screen? What would this person say? Where would I put this chair? Can I make this more entertaining?

It is terrible to think this way. You spend half your time not really listening to what people have to say. And the other half rearranging their wardrobe.

Write something.

I would like to write something, but what I really like to do is “act.” I think it’s genetic.

I was born with a predisposition to sing and dance. I came out of the womb wearing a top hat and cane, ready to softshoe my way into the hearts of my relatives. My school years were spent playing the clarinet (not my forte), singing in choruses (you didn’t miss anything), and putting on plays. For my high school senior year, I was voted “Most Dramatic.” I was not surprised, though. I had performed for my high school a monologue entitled “The Night the Bed Fell” by James Thurber, and I had been—as they say in showbiz—a hit.

I remember the day vividly. As members of the high school debate team, we were forever going to district and state competitions. One category that I relished was

dramatic interpretation. My debate teacher, Mrs. Spector (dear Mrs. Spector, I remember the time when we jumped in the school's indoor pool with our clothes on, but that's another story), selected the piece for me, knowing my penchant for humor and my desire to entertain. She felt this Thurber piece, about a series of misadventures that lead everyone to believe that an earthquake has occurred, instead of a bed falling, was the perfect vehicle for my dramatic debut.

She was right.

There I was on the high school stage, standing near a single chair (You know the kind. They are wooden, sturdy, and usually found in turn of the century libraries), bathed in a glow of bright light. And a sea of people. My classmates. All staring in great anticipation.

"What's this crazy kid going to do now?"

Until then, my classmates had only seen me in bit parts. I was not the Tom Cruise of my high school. I had been in school plays, but nothing really big. I was the character actor to the right, the nerdy kid in stage makeup, looking like someone's long-lost relative.

I was no heartthrob.

Most high schools present Spring musicals, where good looking singers and dancers are held at a

premium. And although I love to sing and dance, enthusiasm is my real talent.

Mrs. Spector, though, gave me my big break.

As soon as the audience quieted, I began.

It was awesome.

I held my classmates in the palm of my hand. They were glued to my every word. They sighed and laughed appropriately. They understood what I was saying (believe me, Thurber is not easy to follow), and moreover, they listened to me. No one else. Just me.

I was in seventh heaven.

Until this day, I still remember the final ovation.

I remember the applause sweeping over me like a wave of righteousness. Each clap, underlining what I already knew.

Acting is my thing.

Kaplan, J. 1997. Acting up across the curriculum: Using creative dramatics to explore adolescent literature. *The ALAN Review* 24(3): 42-46.

Going Home

Some days, I go to school, and on the way to school, I think that there is nowhere else in the world I would rather be. No matter what time of year it is, I walk through the neighborhoods, and every morning, I see the same people I always see: the tiny old lady walking what may be the tiniest dog in the world, the man at the newsstand with the walrus mustache, the skipping twins on their way to the bus stop. I don't know any of their names or where they live, or what their favorite foods are, or what they think about anything, but these are people I've known forever. In a strange way, I think of them as my friends. Every day, I smile at them, and they smile at me. The man at the newsstand says "Buenos días" in his deep voice and will sometimes comment on the weather in Spanish because years and years ago I told him that my parents spoke Spanish too, and he told me I needed to learn. When it rains, the old lady with the dog always scolds me and tells me I should carry an umbrella.

And school—it's the same. What I like best is the routine: homeroom, English, biology, physical education, lunch, math, and social studies, then soccer practice after school. I see the same people at school every day, sit next to the same people in my classes, eat lunch with my same friends. I have friends I have known as long as I can remember. It's as comfortable as being at home.

My parents moved into our house before I was born. I know everything there is to know about our street. The oak tree in the yard has a tree house that my father built when I was six. The sidewalk is cracked in front of our

neighbors' house from the big earthquake; we use the uneven pavement as a skate ramp. If you run past the tall fence in front of the big white house on the corner, you can see through the fence as if it didn't exist.

At breakfast my parents give each other a look, and I know something is going to happen. Before they can say anything, I want to know what it is all about.

"Nothing bad," my father says.

I look at my mother, and she gives me a smile of reassurance and pats my shoulder. "You should be happy, Carlos. This is only good news." What I see on their faces is worry.

"We're going to move," my father says.

Today on my way to school I look at everything as if seeing it for the first time. The tiny old lady waves at me; her tiny dog wags its tail and gives a tiny bark. The man at the newsstand greets me. The skipping twins almost run me off the sidewalk, but they veer in the other direction and race off to the bus stop. I feel like a different person, a stranger, someone who really might be seeing these people for the first time. No longer are they the familiar landmarks of my daily trek to school. After I move with my family, I might never see them again, and I am filled with an indefinable feeling. I don't know if it's loneliness or grief.

For the first time ever, my school day is not comfortable. All day long, I feel constricted and restrained, the way you feel when it's winter and you're wearing layers of sweaters under your jacket, and everything feels too tight and you can't move. My English teacher's voice sounds high-pitched and scratchy; my friends say the same things they always do, but today it seems boring; my lunch tastes like chalk; and my pitches in P.E. class go wild, as if they have a mind of their own. In social studies, the teacher lectures from the chapter we read the night before, so it's like knowing how the movie ends before you sit down in the theater. Going home from this day is a relief—until I remember that we're moving.

I try to imagine living somewhere else, but all I can see is a blank space, a question mark, an empty page. All I know is my life. All I know is where I live, where I go, what I do here. I have been other places—I have visited my grandparents in Texas and my cousins in Mexico, and once we took a trip to New York. You can visit anywhere, but until you walk the same route to school every day for years, what do you know? You can know about the average rainfall and the geographical landmarks, but where is the best place to get a milkshake?

My mother comes up to my room and tells me that my father has gotten a promotion. That's why we are moving. "Don't you want to know where we're going?" she asks.

"Not really," I say. She tells me anyway. I pretend not to listen.

Every day, my parents tell me something about the town that will become our new home. There is a bronze statue

honoring World War II veterans in the park downtown. In the summer, there are rodeos at the county fair. There is an annual strawberry festival. The mayor used to be a pro football player. There are oak trees in our new neighborhood, just like the one in our yard.

Images of oak trees and rodeo clowns and strawberries and statues begin to fill in the blank space in my mind. I start wondering what it might be like to live in this town where the mayor presides at all the high school football games, and the strawberries are supposed to be the best in the world.

On the day before we move, I walk in the same direction as I would if I were going to school. When I see the tiny old lady, I tell her good-bye, and she tells me to carry an umbrella when it rains. Her tiny dog holds out a tiny paw to shake my hand. The man at the newsstand shakes my hand, too. The twins wave as they board the bus. I go home, walking slowly through streets lined with oak trees.

A huge truck is parked in front of our house. The movers are carrying boxes while my parents are loading suitcases into our car. Soon our house will be empty. But not for long; I know that somewhere there are parents telling their children about a town filled with oak trees, a place where you can get the best milkshake in the world, a place where, if you're lucky, you might see the same people every day of your life.

Essay Writing

(1) To begin an essay, a student should have some knowledge of the topic or be willing to search out information. (2) Then one must focus clearly on the prompt, addressing all its major points, and making sure that the central purpose is evident throughout the entire essay. (3) Interesting and convincing examples with lots of specific details are always helpful. (4) The details must show some kind of clear arrangement—chronological, spatial, or order-of-importance. (5) A student writer will also want to revise a first draft so that any errors in grammar and mechanics can be got rid of. (6) Steps can be taken to edit essays. (7) Relying solely on “SpellCheck” can be risky; (8) it does not catch the common errors that students make, such as confusing “your” and “you’re.” (9) If students meet all these requirements, then they will have written very effectively.

The Abominable Snowman

(1) The Abominable Snowman is a hairy, apelike thing that is said to live in the Himalayan Mountains of Nepal. (2) Natives of this region have believed in the existence of this beast for many centuries. (3) However, since no one has ever found a Yeti (the Nepalese name for the Abominable Snowman), doubts still remain.

(4) Some people who believe in the Yeti point to the discovery of peculiar footprints found above the snowline of the Himalayas. (5) There were footprints left by animals, and some people think that they were very much like human footprints but that they must have been made by animals which were much heavier and larger than humans. (6) Scientists who have studied the footprints, however, agree that they were most likely left by bears.

(7) "Bears are quite capable of walking on their two hind legs," says zoologist Hans Miller.

(8) "This also explains many supposed Yeti sightings. (9) At a distance, a bear walking in such a way could easily appear to be a creature of human form. (10) In fact, three of the five Yeti sightings last year were determined to be bears. (11) The others remain unexplained."

(12) Nonetheless, many people remain convinced that the Yeti is real. (13) "There has to," says Raju, a mountain guide, "be something out there. (14) There have been too many sightings for this all to be the product of overactive imaginations." (15) And, yet, it seems that the world will not be convinced of the existence of the Yeti until it is confirmed by hard evidence, a live specimen, or at least a skeleton. (16) For now, it appears that the Yeti will continue to inhabit the shadowy region between legend and reality.



Hiking Trip

"I never wanted to come on this stupid old hiking trip anyway!" His voice echoed, shrill and panicked, across the narrow canyon. His father stopped, chest heaving with the effort of the climb, and turned to look at the boy.

"This is hard on you, son, I know. But you've got to come through with courage and a level head."

"But I'm scared! I don't even want to have courage!" he retorted. He jerked his head the other way and wiped his eyes across his arm.

"If not courage, fine," his father replied sternly. "Then have enough love for your brother to think this through!" He pulled a bandana from his back pocket and tied it around his neck. Then he gently placed his hand on the boy's shoulder and continued, more softly this time. "Now, I don't know if I can make it without stopping every so often. And we just don't have the time to stop. You're young, but you're strong and fast. Do you remember the way back from here to the road, if you had to go alone?"

Jeff flashed back to the agonizing scene of his seventeen-year-old brother at their campsite that morning. He'd been bitten by a snake yesterday during a rough hike through very rocky terrain. By the time they returned to their tents, he was limping badly. Then this morning he couldn't put on his boots, and the pain seemed to be getting worse. He needed medical attention right away, so leaving him there was their only choice.

"Jeffrey? Jeffrey, could you do it? Could you make it to the road without me if you had to?"

Jeff blinked and looked past his father's eyes to the end of the canyon, several miles away. He nodded slowly as the path and the plan began to take hold in his mind. "What was the name of that little town we stopped in to get matches, Dad?"

His father smiled and replied, "Flint. After we left Flint, we parked at the side of the road a few miles out of town. When you see which way our car is facing, you'll know that the town is back the other direction." Jeff

thought about this and then nodded. They both drank water and then continued scrambling over the rocks.

Nothing was as pretty as it had seemed when they first hiked this way to their campsite. Before, the boulders and rocks had been an interesting challenge. Now, they were obstacles that threatened their footing and their velocity. Overhanging limbs had earlier been natural curiosities in the cliffs. But now they were nature's weapons, slapping and scratching the boy and the man who crashed by and pushed through as quickly as they could.

Stone by stone, they made their way up the canyon. Jeff's father grew smaller and smaller in the distance. "He must be stopping a lot," Jeff thought. He waved to him from a bend in the canyon wall. His father waved back. Jeff turned and made the final ascent up an easier slope toward the road and spotted his father's car. He lurched toward it, half stumbling, and leaned on the hood, breathless.

"Can't stop," he thought. "Mark's in big trouble. Gotta keep going." The fast, loud thudding in his ears was deafening, and as he pulled himself upright, he was surprised as a car sped by, heading toward Flint. "Hey, mister!" he shouted, waving both arms. He began to walk, faster and faster until he was jogging. Then he quickly crossed the highway and broke into a full-speed run, holding his left arm straight out, his thumb up.

His chest was burning with every breath when he suddenly heard several loud honks from behind. He

turned as the brakes squealed and saw "Bob's Towing & Repair, Flint" right behind him. "Jump in, boy! What's up?" Jeff explained between gasps as the truck picked up speed. The driver reached for his two-way radio as soon as he heard about Mark. "Better get the helicopter in there," he seemed to be shouting into his hand. But Jeff wasn't sure about that because everything got fuzzy and then went black and quiet.

Hours later, Jeff opened his eyes to find strange surroundings and his father on a chair nearby.

"You're a hero, son," his father said with a smile. "You saved Mark."

"What happened?" Jeff asked through a wide yawn. "Where are we?"

"This is a motel room in Flint. You made it into town and sent the helicopter into the canyon after Mark. I can't tell you how happy I was when I saw it overhead. I'm so proud of you!"

Jeff sat up suddenly. "Where's Mark? Is he OK?"

"They airlifted him out and got him to the hospital. His leg's still in bad shape, but he's going to be just fine in a couple of days. Thanks to you, son."

Jeff's worried face relaxed as his father spoke. "How about you, Dad? How did you get out?"

“Well, I finally hiked myself out of that canyon and to the road. I won’t be going back there any time soon. That’s for sure. Anyway, I couldn’t see the car, and as I headed for Flint I got lucky and was able to hitch a ride from a fellow named Bob in a tow truck.”

Jeff laughed out loud. “I guess Bob makes a good living going up and down that road. I hope you gave him a good tip, Dad!”

Appendix D

Sample Worksheets

- Worksheet 1:** **Suggested Seven-Step Process for Using the CAHSEE to Increase Student Achievement**
- Worksheet 2:** **Suggested Process Questions**
- Worksheet 3:** **School Curriculum Alignment to State Content Standards**
- Worksheet 4:** **Suggested Teacher Planning Guide for Designing Standards-based Instruction**

Worksheet 1

Suggested Seven-Step Process for Using the CAHSEE to Increase Student Achievement

Step One

Present an overview of the CAHSEE results to develop an understanding of the purpose and requirements of the exam and the scores that are reported.

Step Two

Analyze the English language arts content standards addressed on the CAHSEE by strands to identify the knowledge and skills students should be taught to achieve those standards.

Step Three

Have English language arts teachers individually analyze how and when students are addressing identified English language arts content standards in their classes and compile results.

Step Four

Have English language arts teachers as a group use their individual analyses to review their curriculum and classroom instruction for alignment to the state content standards.

Step Five

Review the current year's results for English language arts to identify areas of strength and areas that need improvement in the English language arts curriculum.

Step Six

Have English language arts teachers meet with teachers in departments for other subject areas to review the English language arts standards and identify how and when they could reinforce reading and writing skills in their classroom instruction and assignments.

Step Seven

Begin program planning and implementation (curriculum, classroom instruction, and assessments process), based on the outcomes of steps two through six. Bring together English language arts teachers and department chairs and/or representatives from other subject areas to help formulate strategies and timelines.

Worksheet 2

Suggested Process Questions

Step One

- What is the purpose of the CAHSEE, and how does that purpose relate to other standards-based assessments?
- What student or group results are being reported annually for the CAHSEE?
- How are scores being reported, and what do they mean? What are their intended uses?

Step Two

- What English language arts standards are addressed in the CAHSEE?
- What are the essential elements of the identified content standards?
- What should students know and be able to do, according to these elements?
- Where are these standards taught?

Step Three

- Am I addressing content standards covered on the CAHSEE in English language arts in my classes? If yes, which standards are being addressed? How and when?
- How frequently are the standards being covered? Where and when are they introduced, reviewed, and reinforced?
- What level or quality of response do I expect from students (How good is “good enough”)? What criteria or assessments do I use to determine acceptable work?

Step Four

- Which standards appear to receive heavy emphasis in our English language arts curriculum? Which appear to receive little or no emphasis?
- Do all the teachers agree on the quality of work or response required from students to meet the standard? Is the minimum required to be “good enough” the same in all classes?
- Do all students, regardless of their class schedule or program of instruction, have an opportunity to learn and apply all the English language arts standards?

Worksheet 2

Suggested Process Questions

- What changes in curriculum, instruction, or student placement or scheduling need to take place in order to ensure that English learners and students with exceptional needs have opportunities to learn and apply the language arts standards?

Step Five

- What do the results show about student achievement in English language arts? How do these results compare to other achievement data about your students?
- What are areas of strength and what are areas that need improvement, as indicated by the data?
- Are certain areas stronger in the group results than they are in the results for some individual students?
- Based on the most recent results, how can the learning needs of individual students be addressed? How can the curriculum be modified to address schoolwide learning needs?

Step Six

- How are students in your classes (other than English language arts) currently being asked to apply reading and writing skills?
- What standards do the identified assignments and tasks reinforce?
- What are other ways that essential English language arts standards could be reinforced in your instructional program? How and when?
- What changes in curriculum, instruction, or student placement or scheduling need to take place in order to ensure that English learners and students with disabilities have opportunities to learn and apply the language arts standards?

Worksheet 3

School Curriculum Alignment to State Content Standards

Content Area _____ Grade level or Course _____

California Content Standard	Degree of Emphasis		
	Strong	Some	No
Reading (Grades Nine and Ten with two standards from Grade Eight as noted*)			
1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.			
1.1 Vocabulary and Concept Development: identify and use the literal and figurative meanings of words and understand word derivations.			
1.2 Vocabulary and Concept Development: distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.			
1.3 Vocabulary and Concept Development: identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word <i>narcissistic</i> drawn from the myth of Narcissus and Echo).			
2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in <i>Recommended Readings in Literature, Grades Nine Through Twelve (1990)</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, online information. In grades nine and ten, students make substantial progress toward this goal.			
8.2.1 Structural Features of Informational Materials: Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals)✦			
2.1 Structural Features of Informational Materials: analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.			
2.2 Structural Features of Informational Materials: prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.			
2.3 Comprehension and Analysis of Grade-Level-Appropriate Text: generate relevant questions about readings on issues that can be researched.			
2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.			
2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.			
2.6 Comprehension and Analysis of Grade-Level-Appropriate Text: demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and access guides in World Wide Web sites on the Internet).			
2.7 Expository Critique: critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.			

✦ Eighth grade content standard

* Approved by the State Board of Education on December 7, 2000

Worksheet 3

School Curriculum Alignment to State Content Standards

California Content Standard	Degree of Emphasis		
	Strong	Some	No
2.8 Expository Critique: evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).			
3.0 LITERARY RESPONSE AND ANALYSIS: Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in <i>Recommended Literature, Grades Nine Through Twelve</i> illustrate the quality and complexity of the materials to be read by students.			
3.1 Structural Features of Literature: articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).			
3.2 Structural Features of Literature: compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.			
3.3 Narrative Analysis of Grade-Level-Appropriate Text: analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.			
3.4 Narrative Analysis of Grade-Level-Appropriate Text: determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.			
3.5 Narrative Analysis of Grade-Level-Appropriate Text: compare works that express a universal theme and provide evidence to support the ideas expressed in each work.			
3.6 Narrative Analysis of Grade-Level-Appropriate Text: analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).			
3.7 Narrative Analysis of Grade-Level-Appropriate Text: recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.			
3.8 Narrative Analysis of Grade-Level-Appropriate Text: interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.			
3.9 Narrative Analysis of Grade-Level-Appropriate Text: explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.			
3.10 Narrative Analysis of Grade-Level-Appropriate Text: identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.			
8.3.7 Literary Criticism: analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach) ✦			
3.11 Literary Criticism: evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic Approach)			
3.12 Literary Criticism: analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical Approach)			

✦ Eighth grade content standard

* Approved by the State Board of Education on December 7, 2000

Worksheet 3

School Curriculum Alignment to State Content Standards

California Content Standard	Degree of Emphasis		
	Strong	Some	No
Writing (Grades Nine and Ten)			
1.0 WRITING STRATEGIES: Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.			
1.1 Organization and Focus: establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.			
1.2 Organization and Focus: use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.			
1.3 Research and Technology: use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.			
1.4 Research and Technology: develop the main ideas within the body of the composition through supportive evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).			
1.5 Research and Technology: synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).			
1.6 Research and Technology: integrate quotations and citations into written text while maintaining the flow of ideas.			
1.7 Research and Technology: use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., the <i>Modern Language Association Handbook</i> , <i>The Chicago Manual of Style</i>).			
1.8 Research and Technology: design and publish documents by using advanced publishing software and graphic programs.			
1.9 Evaluation and Revision: revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.			

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Worksheet 3

School Curriculum Alignment to State Content Standards

California Content Standard	Degree of Emphasis		
	Strong	Some	No
WRITING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS) Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.			
2.1 Write biographical or autobiographical narratives or short stories: a. Relate a sequence of events and communicate the significance of the events to the audience. b. Locate scenes and incidents in specific places. c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings. d. Pace the presentation of actions to accommodate changes in time and mood. e. Make effective use of descriptions of appearances, images, shifting perspectives, and sensory details.			
2.2 Write responses to literature: a. Demonstrate a comprehensive grasp of the significant ideas of literary works. b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works. c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created. d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.			
2.3 Write expository compositions, including analytical essays and research reports. a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives. b. Convey information and ideas from primary and secondary sources accurately and coherently. c. Make distinctions between the relative value and significance of specific data, facts, and ideas. d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs. e. Anticipate and address readers' potential misunderstandings, biases, and expectations. f. Use technical terms and notations accurately.			
2.4 Write persuasive compositions. a. Structure ideas and arguments in a sustained and logical fashion. b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning. d. Address readers' concerns, counterclaims, biases, and expectations.			

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Worksheet 3

School Curriculum Alignment to State Content Standards

California Content Standard	Degree of Emphasis		
	Strong	Some	No
2.5 Write business letters. <ol style="list-style-type: none"> Provide clear and purposeful information and address the intended audience appropriately. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients. Highlight central ideas or images. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact. 			
2.6 Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting): <ol style="list-style-type: none"> Report information and convey ideas logically and correctly. Offer detailed and accurate specifications. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide). Anticipate readers' problems, mistakes, and misunderstandings. 			
1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions.			
1.1 Grammar and Mechanics of Writing: identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semi-colons, colons, ellipses, hyphens)			
1.2 Grammar and Mechanics of Writing: understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).			
1.3 Grammar and Mechanics of Writing: demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.			
1.4 Manuscript Form: produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.			
1.5 Manuscript Form: reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.			

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Worksheet 4

Suggested Teacher Planning Guide for Designing Standards-based Instruction

1. Content Standard(s) to be addressed

-
-
-
-

2. Knowledge and Skills Covered in the Standard(s) (Components)

Students should be able to:

-
-
-
-

3. Related Prerequisite Knowledge and Skills

Prior knowledge and skills students need in order to address components of the standard(s):

-
-
-
-

Worksheet 4

Suggested Teacher Planning Guide for Designing Standards-based Instruction

4. Assessment Questions/Tasks(s)

The way(s) to measure a student's level of achievement on this activity as it relates to the identified standard(s) could be:

-
-
-
-

5. Instructional Activities for the Standard(s)

A classroom activity could include the following (brief description):

-
-
-
-

Worksheet 4

Suggested Teacher Planning Guide for Designing Standards-based Instruction

6. Instructional Materials and Supplies

The following materials, supplies, and/or equipment would be needed to complete the activity:

-
-
-
-

7 Modifications for Students with Special Needs

- ☐ English Learners
- ☐ Students with IEP or 504 plans
- ☐ Advanced Learners

Modifications could include:

-
-
-
-

Appendix E

Matrix of the California Content Standards for Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Grade	Grade Level Vocabulary	Words in Context	Word Origins	Roots and Affixes	Figurative Language
3	<p>1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.</p> <p>1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., <i>dog/mammal/animal/living things</i>).</p>	<p>1.6 Use sentence and word context to find the meaning of unknown words.</p>		<p>1.8 Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.</p>	
4	<p>1.2 <u>Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.*</u></p>	<p>1.6 Distinguish and interpret words with multiple meanings.</p> <p>1.3 Use knowledge of root words to determine the meaning of unknown words within a passage.</p>	<p>1.2 <u>Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.*</u></p>	<p>1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., international).</p>	
5	<p>1.3 Understand and explain frequently used synonyms, antonyms, and homographs.</p>	.	<p>1.2 Use word origins to determine the meaning of unknown words.</p>	<p>1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial).</p>	<p>1.5 Understand and explain the figurative and metaphorical use of words in context.</p>
6	<p>1.5 Understand and explain "shades of meaning" in related words (e.g., softly and quietly).</p>	<p>1.2 Identify and interpret figurative language and <u>words with multiple meanings</u>.</p> <p>1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.</p>	<p>1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.</p>		<p>1.2 Identify and interpret figurative language and words with multiple meanings.</p>
7		<p>1.3 Clarify word meanings through the use of definition, example, restatement, or contrast.</p>		<p>1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.</p>	<p>1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry.</p>
8		<p>1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.</p>	<p>1.2 Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.</p>		<p>1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.</p>

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development, continued

Grade	Grade Level Vocabulary	Words in Context	Word Origins	Roots and Affixes	Figurative Language
9	<p>1.1 Identify and use the literal and figurative meanings of words and understand word derivations.*</p> <p>1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.</p>	The meaning of words in context is also tested on the CAHSEE.	1.1 Identify and use the literal and figurative meanings of words and <u>understand word derivations.*</u>	The knowledge of roots and affixes is also tested on the CAHSEE.	1.1 Identify and use the literal and figurative meanings of words and understand word derivations.*

Standards shown in boldface type are assessed on the CAHSEE.

*The standard has been repeated in the grade. The underlining shows the sections of the standard that are applicable to this topic.

2.0 Reading Comprehension

Grade	Structural Features	Organizational Structure	Comprehension of Informational Text	Written Instructions	Expository Critique	Reference Materials and Research
3	2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.		<p>2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.</p> <p>2.3 Demonstrate comprehension by identifying answers in the text.</p> <p>2.4 Recall major points in the text and make and modify predictions about forthcoming information.</p> <p>2.5 Distinguish the main idea and supporting details in expository text.</p>	2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).	2.6 Extract appropriate and significant information from the text, including problems and solutions.	1.7 Use a dictionary to learn the meaning and other features of unknown words.
4	2.3 <u>Make and confirm predictions about text by using</u> prior knowledge and ideas presented in the text itself, including <u>illustrations, titles, topic sentences, important words, and foreshadowing clues.</u> *	2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.	<p>2.3 <u>Make and confirm predictions about text by using</u> prior knowledge and ideas presented in the text itself, including <u>illustrations, titles, topic sentences, important words, and foreshadowing clues.</u>*</p> <p>2.5 Compare and contrast information on the same topic after reading several passages or articles.</p> <p>2.6 <u>Distinguish between cause and effect and between fact and opinion in expository text.</u>*</p>	2.7 Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).	<p>2.4 Evaluate new information and hypotheses by testing them against known information and ideas.</p> <p>2.6 <u>Distinguish between cause and effect and between fact and opinion in expository text.</u>*</p>	1.5 Use a thesaurus to determine related words and concepts.

2.0 Reading Comprehension, continued

Grade	Structural Features	Organizational Structure	Comprehension of Informational Text	Written Instructions	Expository Critique	Research
5	2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.	2.2 Analyze text that is organized in sequential or chronological order.	2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas 2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.		2.5 Distinguish facts, supported inferences, and opinions in text.	
6	2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.	2.2 Analyze text that uses the compare-and-contrast organizational pattern.	2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.	2.5 Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).	2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions. 2.7 Make reasonable assertions about a text through accurate, supporting citations. 2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.	2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.
7		2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs). 2.3 Analyze text that uses the cause-and-effect organizational pattern.	2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.	2.5 Understand and explain the use of a simple mechanical device by following technical directions.	2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.	2.2 Locate information by using a variety of consumer, workplace, and public documents.

2.0 Reading Comprehension, continued

Grade	Structural Features of Informational Text	Organizational Structure	Comprehension of Informational Text	Expository Critique	Written Instructions	Research
8	2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).	2.2 Analyze text that uses proposition and support patterns.	2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas. 2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning. 2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem	2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.	2.5 Understand and explain the use of a complex mechanical device by following technical directions.	
9/10	2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.	The analysis of organizational structures in text is also tested on the CAHSEE.	2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension. 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.	2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings. 2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).	The understanding of technical directions is also tested on the CAHSEE.	2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents. 2.3 Generate relevant questions about readings on issues that can be researched.

Standards shown in boldface type are assessed on the CAHSEE.

*The standard has been repeated in the grade. The underlining shows the sections of the standard that are applicable to this topic.

3.0 Literary Response and Analysis

Grade	Structural Features of Literature (Genre)	Literary Features (Plot)	Literary Features (Characterization)	Literary Features (Voice, Narrator, Tone, Mood)	Literary Features (Theme)	Literary Devices	Critical Analysis
3	3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).	3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.	3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.	3.6 Identify the speaker or narrator in a selection.	3.4 Determine the underlying theme or author's message in fiction and nonfiction text.	3.5 Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.	
4	3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.	3.2 Identify the main events of the plot, their causes, and the influence of each event on future actions.	3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions. 3.4 Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).			3.5 Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.	
5	3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.	3.2 Identify the main problem or conflict of the plot and explain how it is resolved.	3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.		3.4 Understand that theme refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.	3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).	3.6 Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures. 3.7 Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.

3.0 Literary Response and Analysis, continued

Grade	Structural Features of Literature (Genre)	Literary Features (Plot)	Literary Features (Characterization)	Literary Features (Voice, Narrator, Tone, Mood)	Literary Features (Theme)	Literary Devices	Critical Analysis
6	3.1 Identify the forms of fiction and describe the major characteristics of each form.	3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict. 3.3 Analyze the influence of setting on the problem and its resolution.		3.5 Identify the speaker and recognize the difference between first- and third-person narration (e.g., autobiography compared with biography).	3.6 Identify and analyze features of themes conveyed through characters, actions, and images.	3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.	3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).
7	3.1 Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).	3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).	3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.	3.5 Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work.	3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).		3.6 Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses.
8	3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).	3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.	3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.	3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.	3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.	3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.	3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)

3.0 Literary Response and Analysis, continued

Grade	Structural Features of Literature (Genre)	Literary Features (Plot)	Literary Features (Characterization)	Literary Features (Voice, Narrator, Tone, Mood)	Literary Features (Theme)	Literary Devices	Critical Analysis
9/10	<p>2.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).</p> <p>2.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.</p>	<p>3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.</p> <p>3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.</p> <p>3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).</p>	<p>3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.</p>	<p>3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.</p> <p>3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.</p>	<p>3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.</p>	<p>3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.</p>	<p>3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.</p> <p>3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)</p> <p>3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)</p>

Standards shown in boldface type are assessed on the CAHSEE.

*The standard has been repeated in the grade. The underlining shows the sections of the standard that are applicable to this topic.